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AUTHOR Levine, Marsha
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ABSTRACT

This document is a record of the proceedings of a symposium for outstanding teachers and principals from all 50 states and trust territories, jointly sponsored by the Burger King Corporation, the Council of Chief State School Officers, and the National Association for Secondary School Principals (NASSP) and held in December 1984 at Captiva Island, Florida. The speakers and participants focused on three major topics: (1) the issues of educational reform in the 1980s; (2) the consequences for public education of actual and projected demographic, sociological, and economic changes; and (3) major systemic reforms, with an emphasis on developing and supporting practitioners--teachers and principals--as professional decision makers. Accordingly, after an introductory description of the symposium, chapter 2 summarizes the speakers' and participants' observations on the central issues of educational reform. Chapter 3 reports the results of a survey of the teachers and principals at the conference on job satisfaction and status of the profession, the school environment, and policy initiatives. Implications of these findings are then discussed. Chapter 4, "Looking toward the Future," reviews the success of the conference as a whole and the promise that it holds for future interaction and exchange of views between policymakers and practitioners. Appended are statistical tables delineating the results of the survey and a list of participants, as well as excerpts from presentations by Chester E. Finn, Jr., Harold Hodgkinson, Philip Cusick, Theodore Sizer, Bernard Watson, Don Beveridge, Marsha Levine, Richard Rodriguez, John Casteen, III, Floretta Dukes McKenzie, and Gary Jones. (TE)

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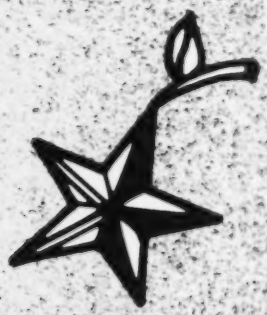
IN HONOR OF EXCELLENCE



Burger King/NASSP Symposium for Outstanding Teachers and Principals

Captiva Island, Florida

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Acknowledgments

This monograph was prepared by the Education Policy Studies staff at the American Enterprise Institute for Public Policy Research. The report was written by Marsha Levine, visiting fellow in education, with the assistance of Carol Herrnstadt Shulman.

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Thomas F. Koerner, Director of Publications and Editorial Services
Carol Bruce, Assistant Director of Publications and Editorial Services
Patricia Lucas George, Assistant Editor

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Foreword

Burger King is a corporation built on a commitment to excellence: excellence in food services, excellence in marketing, and excellence in dealing with people. As a service company, people are our most importance resource, and a very large number of the people we deal with, both customers and employers, are teenagers.

Not surprisingly, young people who are well-grounded academically and have developed habits of self-respect and self-reliance are our most productive and effective employees. And successful teenage employment at Burger King paves the way for later jobs that are both more demanding and rewarding.

Our commitment to corporate excellence, then, is reflected in our commitment to education excellence. Because our public schools have been the object of serious criticism over the past several months we believe that honoring excellence has never been more important. Criticism is far too easy, and too often destructive. Honoring today's achievement lays the groundwork for future achievement.

Our corporate experience teaches us that the best way to improve institutions — public and private, for profit and not-for-profit — is rewarding and honoring excellence. As a consequence, we take special pleasure in honoring the nation's teachers and principals of the year.

Two final points should be made in closing. First, the teachers and principals we honor are excellent in their own right, but they also symbolize countless colleagues whom we are unable to formally honor. We honor in spirit all excellent teachers and principals, not just teachers and principals of the year.

Second, Burger King honors our nation's best teachers and principals not because we are altruistic but because we are convinced it is a sound investment in the future of our nation and our corporation. Our corporation can be no better than its employees: we thank the schools and the nation's outstanding teachers and principals for them.

J. Jeffrey Campbell
Chairman and Chief Executive Officer
Burger King Corporation

The public schools and the business corporations of America form a vital partnership. Each group is essential to the success of the other. Healthy and vital schools can develop the human skills necessary for the success and advancement of modern corporations, and these corporations, in turn, can assure the necessary resources for schools and may encourage excellence in educational personnel and programs.

This partnership is vital to our success as a free and entrepreneurial people. Our nation invests in the promise — both political and economic — of students. This commitment must be carried to the point of the individual teacher in the classroom working with 30 students. Nothing less will do the job in an information society based upon the talent of individual students, individual teachers, and individual schools.

But the environment must be right for success. Principals, as instructional leaders, work with teachers and students to establish a positive school climate in which teachers strive — and succeed — to make certain that students have every available opportunity to learn. The best of the nation's teachers stimulate and encourage their classes to some amazing achievements. The nation depends upon these teachers for its future.

The Burger King Corporation recognizes the importance of teachers and principals in the improvement of education and honors their efforts to provide a quality education for the youth of this nation.

"In Honor of Excellence" is Burger King's tribute to these outstanding educators whose dedication and innovation have helped improve education not only in their schools, but nationwide. These educators are shaping those who shape tomorrow's society.

The National Association of Secondary School Principals appreciates the commitment of the Burger King Corporation, particularly J. Jeffrey Campbell, chairman and chief executive officer, and Barbara Gothard, director of public affairs and a former secondary school principal in Michigan, for initiating this significant program to recognize the best of school site educators.

Burger King and the National Association of Secondary School Principals believe that these outstanding teachers and principals can inspire their peers and lead the effort to improve the quality of education across the nation.

Scott D. Thomson
Executive Director
NASSP

Welcome

I appreciate the opportunity to welcome you to Florida, and particularly to welcome you under the aegis of one of the really great corporate citizens of my home community, Miami. It's a wonderful idea to have this kind of meeting.

It's also important to understand what the impact of growth in Florida means in terms of providing public services, particularly in providing educational services.

When I came to Florida 40 years ago the population was slightly less than the present population of my home county, Dade, where Miami is located. So just in a portion of my lifetime, in those 40 years, we've seen tremendous growth.

And all of you school people can understand what it means to try to cope with that kind of growth. I could give you a different example.

The last time I was on Captiva, I came across from the mainland on a ferry that could hold three automobiles. Today, I came across a bridge. This is just an exceptionally graphic example of what population pressure means, and what it means to develop and plan public services that are reasonably adequate for this state.

And the schools have certainly had their problems in this state, as in many others. We, for example, in Miami, had the problem two years ago of accepting 15,000 brand new students at one time, none of whom spoke English; that is, the children of Mariel Refugees who came over, and had them walk into school and had them absorbed into school and worked through the school process with, as I recall, very, very little federal assistance — still a sore point. But the schools rose to that kind of challenge because there are people in the schools of Dade County, and I'm sure across the country, who are really dedicated to the notion that those kids deserve an education and, however we have to go out of our way to do it, we are going to do it. And I think it's that kind of devotion in your profession that earns the respect of anybody in the public who reflects on it.

I think it's wonderful that we're able to have you come into our state and see it and enjoy it. There are very few places that I can think of you can enjoy the state better than here at Captiva.

I really hope that you'll find that when you return, that the idea of having been singled out and recognized for your personal contribution will give you even more inspiration to move ahead and move your colleagues ahead to the very significant challenges that American education faces.

Jack Gordon
Senator, Florida

Speakers

Don Beveridge
President, D. W. Beveridge, Jr. and Associates

John Casteen, III
Secretary of Education, Virginia

Philip A. Cusick
Professor, Michigan State University

Chester Finn
Professor of Education and Public Policy, Vanderbilt University

Jack Gordon
State Senator, Florida

Harold Hodgkinson
Senior Fellow, Institute for Education Leadership

Gary Jones
Acting Secretary, U.S. Department of Education

Marsha Levine
Education Consultant, American Enterprise Institute

Floretta Dukes McKenzie
Superintendent, District of Columbia Public Schools

Richard Rodriguez
Writer

Theodore R. Sizer
Chairman, Department of Education, Brown University

Bernard C. Watson
President, William Penn Foundation

1. Introduction

The Burger King/National Association of Secondary School Principals Symposium, "In Honor of Excellence," was originally planned as a recognition program honoring teachers and principals. Too frequently these educators are blamed for the weaknesses in our public education system; too rarely are their achievements acknowledged. "In Honor of Excellence" not only lauded the accomplishments of the group of outstanding professionals who gathered at Captiva Island, Florida, but honored as well the many fine educators this group was chosen to represent.

In the process of planning this event it became apparent that the program provided both an opportunity to honor excellence and to learn from it. In addition to rewarding outstanding teachers and administrators, the symposium provided them with the opportunity to talk and learn from each other. Further, researchers and policymakers had the opportunity to learn from successful practitioners. And finally, this symposium provided an opportunity for a group of highly regarded professionals to voice their views on education.

Education reform in the 1980s is proceeding at an impressive pace with much of the momentum at the state level. But legislative reform and changes in the education and training of teachers must be informed by good practice if they are to be supportive of good practice. Education improvement will largely be the result of action taken in school buildings and in classrooms. It is, therefore, critical that practitioners be centrally involved in the discussions of how policy can support effective practices.

"In Honor of Excellence" 1984 was a part of that process.

The 1984 Outstanding Principals and Teachers (representing the 50 states, the District of Columbia, American Samoa, and Puerto Rico) assembled for five days in December on Captiva Island, Florida. They were the honored guests of the Burger King Corporation. The National Association of Secondary School Principals (NASSP) and the Council of Chief State School Officers (CCSSO) co-sponsored the event. The group included both elementary and secondary teachers and principals.

While recognition and reward were key objectives, so too was professional development; the opportunity to contribute to education improvement was central to the symposium organizers.

The speakers and participants focused on three major topics. First, considerable attention was given to the issues of education reform in the 1980s: the implications of a growing state role and a diminishing federal one, the tension between what state policy can accomplish and what the effective schools research tells us we need, and the possible effects of a push toward excellence on the pursuit of an unfinished equity agenda.

The second focus was on actual and projected demographic, sociological, and economic changes which have profound consequences for public education: increasing minority enrollments, increasing numbers of students who must be taught English, persistently high youth unemployment, significant and sometimes shocking dropout rates among minority populations, and drastic reduction in the numbers of families with school-age children. Equally important are the effects of a changing economy and the growth of international competition. Each puts greater stress on the importance of a well-educated work force.

The Program

Date/Time	Event/Topic	Speaker
Thursday, Dec. 13		
6:30 p.m.	Reception/Receiving Line Burger King/NASSP Officials	
7:30 p.m.	Banquet Opening Remarks	**Stephen A. Finn,** Vice President, Public Affairs Burger King Corporation **J. Jeffrey Campbell,** Chairman & CEO Burger King Corporation **Scott Thomson,** Executive Director NASSP
	Welcome	**Senator Jack Gordon,** (D) Florida
	Key Note Address "The Dilemmas of Educational Excellence"	**Chester Finn,** Professor of Education and Public Policy, Vanderbilt University
Friday, Dec. 14		
8:00 a.m.	Breakfast	
9:00 a.m.	"Emerging Trends: Demographic, Sociological, and Economic"	**Harold Hodgkinson,** Sr. Fellow, The Institute of Educational Leadership
10:30 a.m.	Break	
10:45 a.m.	"The Influence of Leadership, Power, & Authority," A Panel Discussion	**John Casteen, III,** Secretary of Education, Virginia **Richard Rodriguez,** Writer **Marsha Levine,** Education Consultant American Enterprise Institute
Noon	Lunch	
1:15 p.m.	Group Session 1	Small group sessions with speakers from the 10:45 session
2:00 p.m.	Break	
2:15 p.m.	Group Session 2	
3:00 p.m.	Break	
3:15 p.m.	Group Session 3	
4:00 p.m.	Adjourn	
6:30 p.m.	Dinner - Beach Party	

The Program

Date/Time	Event/Topic	Speaker
Saturday, Dec. 15		
8:00 a.m.	Continental Breakfast	
9:00 a.m.	"Schools & the Egalitarian Dilemma"	**Philip A. Cusick,** Professor, Michigan State University
10:00 a.m.	Break	
10:15 a.m.	"The Student-Teacher Triad"	**Theodore R. Sizer,** Chairman, Department of Education, Brown University
11:15 a.m.	Break	
11:30 a.m.	"Our Schools: Culture Catalyst for Social Development."	**Bernard C. Watson,** President, William Penn Foundation
12:30 p.m.	Lunch	
1:30 p.m.	Recreation	
6:30 p.m.	Open Bar	
7:30 p.m.	Dinner	**Hope Mihalap**
Sunday, Dec. 16		
10:00 a.m.	Brunch	
1:00 p.m.	"Public-Private Partnership"	**Floretta Dukes McKenzie,** Superintendent, D.C. Public Schools
1:30 p.m.	Session	
2:30 p.m.	Break	
2:45 p.m.	"Future Direction of Education – U.S. Department of Education Perspective"	**Gary Jones,** Acting Secretary U.S. Department of Education
3:45 p.m.	Adjourn	
6:30 p.m.	Boat leaves for Cabbage Key. Be at Marina by King's Crown Lawn by 6:30 p.m.	
7:30 p.m.	Dinner	
Monday, Dec. 17		
9:00 a.m.	Continental Breakfast	
10:00 a.m.	"Client Oriented Schools"	**Don Beveridge,** President, D.W. Beveridge, Jr. & Associates
11:15 a.m.	Break	
11:30 a.m.	Wrap Up	**Denis Doyle,** Director, American Enterprise Institute
12:00 p.m.	Adjourn/Lunch	

The third focus was on how to deal with these pressing needs. Major systemic reform was discussed with the emphasis on developing and supporting practitioners – teachers and principals – as professional decision makers, stressing the necessary commitment to and by the student.

By honoring teachers and principals, Burger King, NASSP, and CCSSO contributed to the development of a changing culture in the schools – one which supports and rewards outstanding achievement. It is very difficult to change a culture, but special events, traditions, and awards are helpful, even necessary. In honoring these outstanding educators, all excellent teachers and principals were recognized.

2.
Practitioners and Policymakers: A Dialog on Excellence

The principals and teachers who participated in "In Honor of Excellence" were distinguished by their willingness to be "outlaws" — to work outside the education system in order to provide learning within it. One participant commented:

> I said I was a maverick. Then, as I looked around, I saw a whole lot of other mavericks who didn't conform to what was supposed to be done, but did the things that had to be done in order to get the job done.

This observation pointed to what emerged as the central issue of the conference: how to make the public schools support effective teachers and principals and how to work together toward that goal.

Central Issues

Education reform in the 1980s, driven by a series of commission reports and major studies, has moved dramatically across the nation. The litany of problems in education has been addressed in an estimated 300 state-initiated task forces. Critics and analysts point to low test scores, the increasing need for remedial programs in industry and postsecondary institutions, the inadequacy of skills of new entrants into the work force and the increasing problem of adult illiteracy and functional illiteracy as indicators of the problems in the schools.

State and local efforts to strengthen programs in basic skills to ensure minimal competence began in the 1970s and since then have been fueled and expanded to include a broader agenda for reform. For example, many states are addressing issues related to the quality of the teaching force. How can we attract, retain, and support good teachers? States and local districts have responded with legislation and policies affecting teacher compensation, certification, education, staff development, career ladders, and evaluation.

Florida has developed a major teaching program, instituted summer training programs in areas suffering teacher shortages, and is offering forgivable loans to prospective teachers in fields where teacher shortages exist.

California's mentor teacher program provides annual bonuses for experienced teachers who work with staff development and design curriculum.

Tennessee has developed a statewide career ladder for teachers and Arkansas is the first state to require basic skills testing for ***all*** teachers.

Curriculum is another major focus of the reform movement. While many would agree that the school curriculum has been diluted with non-academic elective courses, there is little agreement about the effects of a mandated core curriculum for all students. Critics contend that it would drive the less academically oriented students out of schools; supporters argue that a core curriculum is necessary to support a national culture, and that it is denigrating to assume less able students should not want or do not want to learn the same things other students do.

In fact, supporters argue that not teaching these students the basic core curriculum is doing them the greatest disservice. They contend that it is through this curriculum

that students learn basic skills, develop problem-solving abilities, and gain an awareness of their national heritage and their rights and responsibilities as citizens of a free nation.

While numerous studies and reform proposals have centered on the outcomes of schooling, many policymakers and analysts remind us that the context of schooling has changed remarkably over the past 20 years and given the demographic and economic projections for the predictable future, will continue to change.

The increases in single parent families and working mothers, continuing waves of immigration, and high birth rates among minorities will continue to affect education. Similarly, an internationally competitive economy and advances in information technology and the service sector will require an adaptable work force — people who can continue to learn throughout their lifetime.

Proposed reforms in education must take into account these social, demographic, and economic changes. Otherwise, reforms will not achieve their goals; worse, they may be counterproductive.

A fourth focus of education reform is on the organizational environments of schools and the impact they have on attracting and retaining good teachers. The literature on effective schools and effective teaching has emphasized the importance of outstanding leadership, collegial interaction among teachers, and shared decision making. Educators suggest teaching is shared work and the ethos or culture of the school must support individual and community commitment.

The lessons of well-run businesses point in the same direction. Ultimately schools can only be as good as the people who work in them. Teachers and principals are at the instructional core of schooling, and policies and practices designed to support them, develop their skills, and reward their outstanding achievements can have an important impact on the quality of education.

The importance of involving practitioners in the dialog of education reform seems obvious — but in fact it rarely happens. "In Honor of Excellence" provided that opportunity. Many of these major issues of reform in the 1980s were raised by speakers, teachers, and principals. What follows is a synthesis of this dialog.

Dialog of Reform

An inherent conflict between public policies to promote excellence that in fact impose uniformity on schools on the one hand, and the need for individual autonomy in effective schooling on the other, raises serious questions about their ultimate success, Chester Finn observed.

This problem arises, he said, because the leaders of the excellence movement are policymakers: state legislators and governors who have responded to a new surge of public interest in education.

John Casteen noted that the state, the primary source of financial aid to schools, has become the major force in establishing education policy. "Public money," he notes, "no matter what the source, sooner or later amounts to public responsibility for policy."

Like Finn, Casteen observed that the impetus for reform has come from the public; traditional lobbyists for education have not been a part of the change. Therefore, in many states legislators hear directly from practitioners — principals, teacher organizations, high school counselors — and their supporters in the business community. These groups are getting legislation that they seek.

Gary Jones reported that in 1984-85, 47 states increased their support for education by an average of 11.3 percent over the previous year.

Philip Cusick took issue with the idea that the current wave of reform is a response to public dissatisfaction with education. Instead, he argued, "The states have really . . . grabbed the secondary school reform movement and run with it as a way of exerting a control that they've potentially had because they were built up with federal money . . . . A lot of these reforms, it seems to me, are being asserted in such a way as to build a more bureaucratic, segmented educational system." Education, he said, is delivered in a "more segmented, hierarchical, bureaucratic system," which is different from the delivery system that places the teacher at the center of the educational process.

Finn also noted that policymakers have used the tools for change that they know best: "mandates, prescribed minimum standards and prescribed requisites, standardized exams, licensure and certification expectations, conditions attached to the outlay of funds, and things like that." He also noted that this is a regulatory rather than an institution-building strategy and is directed toward making all schools alike.

While the reform movement has shifted authority away from local boards toward the state legislature, Casteen commented, "There is a constant realignment of players in the distribution of educational authority . . . . It is in our general advantage as educators to wait out the process, work cautiously with practitioner groups to build greater credibility for teachers, and for principals . . . . And then, over time, to attempt to re-invest the kind of authority in the local boards that I think most of us think ought to be there."

Environment

How do current policy efforts correlate with research on effective education? According to Finn, "the fundamental findings of educational research into what makes schools effective is that excellent schools tend to be unique and home-grown, self-directed and reasonably autonomous, and you might say, even sovereign." Many speakers and practitioners agreed that within the schools, the most outstanding teachers are those who have developed their own unique approach. And, the best principals are those who provide such teachers with an environment in which they can flourish.

Theodore Sizer described several teachers and principals who worked in an environment conducive to success. For example, most of the students in a math class were working on mathematics problems at the board. "The teacher just cruised around the room. You never knew which was the front of the room." The teacher returned to the students, seeing their progress, giving them encouragement, helping them when they faltered, all the time engaging them in problem solving.

Sizer also argued that effective education consists of a triad — teacher or principal, student, and subject — that constantly changes as the factors in the triad change. Autonomy is essential to sustaining this triad.

The importance of autonomy was also stressed by the Indiana State Teacher of the Year, **Glenn Dillman,** who commented that he got recognition initially because he dresses in clothing of the historical period he is teaching, a practice that he began with his principal's permission. He knew a woman who was not allowed to try such an experiment with her class, because her principal said it was "unprofessional." The woman subsequently left teaching.

Curriculum

A second problem within the excellence movement is the disagreement about what excellent schools should teach. Finn observed that the movement underscores the need to look at student outcomes, but it has not been able to decide what it wants students to know. Therefore, policymakers tend to substitute passing grades on exams and seat time for actual knowledge.

Neither of these measures, he asserted, is adequate, "So we need to move from these kinds of crude aggregate notions of whether you are spending enough time in contact with something . . . to a much more precise notion of what you are supposed to come out knowing."

Bernard Watson pointed out that competency tests and minimal essentials tests or standards become the major part of what is taught to and learned by many students. At the same time, "higher order skills of learning are being neglected and a diminishing number of students are mastering those skills."

Educators, Finn reported, are divided on the question of standards. "The excellence movement is ambivalent to the edge of schizophrenia about two radically different versions of what an ideal education system would look like; and, of course, if you can't decide what you think an ideal system would look like, you bloody well can't create policies to get there."

On the one hand, there are advocates for developing a common curriculum. Under this system, all students would attend the same schools, learn the same things, and be held to the same standards, without regard to differences among students.

On the other hand, advocates of diversity urge that schools should be as "unlike one another as possible . . . that . . . the route to true excellence is through a kind of diversity, competition, and choice."

Education must offer a common curriculum, **Richard Rodriguez** said, so that every student can participate in a common culture. When students cannot participate in that culture, he argued, they are disinherited from the legacy of western civilization and do not become assimilated into American society. Rodriguez criticized Congress for succumbing to political pressures to support bilingual education programs which, he said, keep children in "linguistic ghettos."

Dimensions of the Problem

Schools are social institutions. They are affected by and must respond to changes in society. **Harold Hodgkinson** detailed the demographic, sociological, and economic changes that are occurring in the nation and affecting education.

Demographically, only 24 percent of households have a child in public school. That share is dropping, but the percentage of non-white households with children in school within that share goes up every year. In some regions, non-white children are the majority population in school and the school-age population is increasing; in other regions, the school-age population is declining.

Further, the population as a whole is aging, threatening public support for education in states and school localities where children are a small percentage of the population.

Sociologically, children are increasingly reared by a single parent — 23 percent of the school-age population according to 1983 census data. Even where there are two parents, children are likely to be latch-key children, and research indicates that these children regard their homes as hostile and their school as a source of comfort.

Economically, the nation must rely on well-educated younger adults to manage the

economy and to provide levels of support for the aging population. It is in the enlightened self-interest of the adult population, Hodgkinson argues, to provide students with quality in their educational programs so that they can become productive members of society.

Cusick and Hodgkinson criticized current reform efforts for overlooking or ignoring the dimensions of the problems today's students face, particularly minority students. Recalling the efforts of the past 25 years to keep more and more students in school, Cusick described the changes in schooling that those efforts brought about, including, in some instances, a decline in standards. Reform efforts are directed at reversing this decline, but he asked, at what price to student attrition and attainment?

Empowering Teachers

The crucial need in improving education, all participants agreed, is to free teachers and principals to function effectively in the classroom and the school. These practitioners are on the front line. They are best able to judge their students' needs and to meet them effectively.

The environment in which teachers work, however, often does not support such autonomy. **Marsha Levine** observed that teaching has been and still is a female-dominated profession, a fact that has affected the school environment. The single-stage career, relatively low compensation, and sometimes authoritarian environments do not support efficacy, and sometimes obstruct it, she said.

Advocating the importance of teacher autonomy in effective learning, Theodore Sizer described teachers and principals who were effective, even inspiring, and who worked in school environments that supported their autonomy as practitioners, as free to develop teaching methods that meet their students' needs for intellectual development and for an environment that supports academic achievement.

A vocational education teacher constantly challenged his students to consider alternatives to the problems on which they were working. The white principal of an all black high school communicated with his students and kept the school running effectively by spending all his time with students and leaving administrative details largely to others. "Tell him you can't do that," Sizer said, "you'd destroy his school."

Sizer and his colleagues have developed nine principles that they believe provide an environment for autonomy, creativity, and students' intellectual development. These principles include:

1. Focus. The school should focus on helping adolescents learn to use their minds well
2. Simple Goals. Each student should master a limited number of centrally important skills and areas of knowledge
3. Universal Goals. The school's goals should be universal, while the means to these goals will vary as the students themselves vary
4. Personalization. Teaching and learning should be personalized to the maximum extent feasible
5. Student as Worker. Responsibility for learning should shift to the student
6. Diplomas by Exhibition. Students will graduate when they demonstrate mastery, regardless of their age
7. Attitude. The tone of the school should explicitly and self-consciously stress values of unanxious expectation
8. Staff. The principal and teachers should perceive themselves as generalists first and specialists second
9. Budget. Student loads should be reduced to no more than 80 pupils per teacher

and there should be time for collective planning. Teachers should have competitive salaries.

Other speakers examined the lessons from business which would make schools more effective. Levine, observing that schools must change their culture to resemble that in the most successful enterprises in order to attract and retain effective practitioners, argued that business and good schools have a shared set of characteristics that foster effectiveness.

Many corporations, Levine reported, have learned that the success of their enterprise depends on creating conditions that will increase the effectiveness of the people in the organization. "That is fundamentally different," she observed, "from creating systems that will compensate for the weaknesses of people or that will overcome their limitations."

The tendency of school systems and most new initiatives, she suggested, is to compensate for limitations and to remove decision-making authority from teachers. Such policies, she suggested, are "heading in exactly the wrong direction."

Similarly, **Don Beveridge** argued that educators should improve student learning by changing the culture of education to one that incorporates the values, attitudes, and principles of successful businesses. He identified two basic problems in education which create a climate that works against student learning.

First, education, as a monopoly, offers a climate of security that inhibits effective practice. While security is often a factor in the decision to teach, it fosters poor performance. Without competition, schools lose an important incentive to improve, and administrators are inhibited from making difficult personnel decisions. "Any time an administrator tells you he can't get good people any more, what that administrator is really saying is, I ain't [sic] going to discipline anybody's non-performance . . . .' Whenever you're in an environment where there are no disciplines for non-performance, you always have declining standards."

Second, because education has little competition, schools need not worry about the effectiveness of their efforts. Thus, teachers can present their subject in the same way each year, regardless of whether or not students learn. In a business, this approach would lead to failure.

In contrast, successful businesses, Beveridge said, are client-centered, offering products that meet customers' needs. They also provide empathy, expertise, and problem-solving ability. These qualities distinguish one product from another and commit the customer to a particular product. In education, the public's perception that it is getting value for its support is a critical factor in continuing that support.

Partnerships with Business

The involvement of businesses in education is increasing; business leaders often play an important role in promoting new state legislation to improve schools. Gary Jones observed that there are now more than 46,000 partnerships between businesses and schools, from kindergarten through the twelfth grade.

Business leaders recognize that students who get a quality education today become tomorrow's productive work force. They are also sensitive to the need for innovation and the importance of empowering practitioners.

Floretta Dukes McKenzie has found that corporations can make positive contributions to public school systems. She described the District of Columbia's partnerships with several corporations. These partnerships, McKenzie reported, were not developed simply to receive funds; they were developed "to improve the quality of

education, to change the way that we think about careers and occupations, so that the thinking about them actually permeates the curriculum; and also to join with a segment of society that is future-focused."

The District of Columbia partnerships provide assistance to teachers and administrators as well as students. A management institute, supported by corporate funds with instruction delivered at corporate sites, can teach educators about such issues as strategic planning and skills in handling stress, communicating and budgeting. The knowledge base is the same for education and business.

Observations

Speakers and participants agreed that empowering teachers was the only effective way to achieve excellence in education. They also noted that many of the new state initiatives will take authority away from teachers and impose policies and practices that inhibit teacher creativity and autonomy.

In addition, some were concerned that the new initiatives were not responsive to or overlooked the needs of many students who were likely to be lost in the drive to better quality.

Teachers and principals at this conference affirmed the speakers' contention that today's school environments most often do not foster independent, professional behavior. They have earned autonomy, several reported, by working outside the system and then being recognized for the success of that work. Ironically, "In Honor of Excellence" rewarded nonconformity which our school systems cannot yet encourage, recognize, or reward.

Participant Summary

Teachers and principals raised issues, based on their experiences, that the speakers had not addressed, or added depth and texture to matters speakers had discussed in broad terms.

They were often concerned with community values or attitudes that are indifferent (if not hostile) to education. In one discussion, they focused on the sports ethos which is prevalent in many school systems and which often seems to be at least as important as academics to parents and students.

One participant asked:

> Most public schools that have myths and traditions have them in sports . . . . What kind of incentives and structures can be created to expand these into academic areas?

In response, several participants described competitions in their states in which academic rather than athletic ability is challenged. In the southern part of Arizona, for example, an "academic decathlon," in math, history, English, and social studies has brought about a change in attitudes toward academics, according to teacher **Archie Romney**.

Gae Wilson, a principal from Oklahoma, described a statewide "Super Bowl" to encourage academic excellence. High schools have varsity and junior varsity academic teams that compete in the humanities, science, and mathematics.

In a related issue, teachers and principals described the difficulty they encountered in motivating students to learn when incentives for learning were not also present in their homes or in the work force. One participant observed:

> . . . I wonder about the dilemma, in a middle class or upper class community, where there is cultural sanction extended for inane talk shows or the multi-million dollar sports figure . . . . It is culturally acceptable to be virtually inarticulate.

Louisiana teacher **Nancy Messer** reported that motivation is also a problem in the schools in her area, but for different reasons. Thirty-five to 40 percent of her students' families are on welfare, and "my students have no aspirations to work hard in school so that they can obtain a job . . . . Welfare is a social security for them, and, to let go of that security is frightening . . . . They would rather not learn as well so that they at least have some security in their future lives."

Many participants agreed that learning may take students out of their home background, emotionally, culturally, and intellectually.

Vicki Roper, a teacher from Idaho, observed that many students face the prospect of careers with little or no upward mobility. As a teacher, it is hard to "convey that one of the benefits of education is that it fills me up, that it's a moving force, and less destructive than the cheap thrills of alcohol or drugs."

This often-overlooked benefit of education may become increasingly important as the service sector of the economy continues to expand, in jobs that offer mobility. **Jane Martin,** California principal, suggested that the changes in the work force might help close the gap between professionals and service workers. Then, the need for liberal learning to provide personal fulfillment will be even more important.

In other discussions, many teachers and principals underscored the emotional dimensions of the teacher-student relationship. One participant commented:

> We are using the words "goals" and "objectives" a lot more than we are using "caring" and "sensitivity." As we take a look at the dynamics that take place in a good learning situation, there has to be trust . . . . I wonder if we're not replacing that with something that's much more mechanical than that, and it's not working.

A teacher, another participant observed, is someone who has learned something and wants to share that learning with others.

Teachers and principals also expressed concern about the absence of teachers' involvement in the recent debates over educational quality. One participant said that the National Commission on Excellence included only one teacher, "and everyone else told us what we were doing wrong." Further, this participant commented:

> the railroad that we're on right now called excellence is being fueled not by the people who do the work, but by the people who think they know what they want. They are not connecting. The rails are of a different gauge.

In another discussion, however, **Jack Rogers,** Washington state teacher, voiced a common criticism of the education community: that there are too many different interests speaking for education to state legislators. John Casteen agreed, citing the need for leaders who are backed by the entire education community. Another participant wondered whether educators should not become more actively involved in state legislatures, taking their place by the side of lawyers, who tend to be the dominant professional group in state legislative bodies.

Observations

Over all, the participants shared the speakers' views about the importance of autonomy in the school environment and agreed that current efforts to improve education ignore the fundamental student-teacher relationship.

They did not offer solutions to how state policy could create an environment in which good teaching could flourish; they were adept, however, at creating that environment for themselves in their classrooms and schools.

At least two future courses of action are suggested: First, increase opportunities for exchange between practitioners and policymakers; second, the expertise of these teachers and principals should be translated for others by researchers and observers skilled in describing and disseminating effective practices.

3.
Survey Report

Who are the Teachers of the Year and the Outstanding Principals of 1984-85? What are their views on education reform? How do they view themselves and their role as educators? How different are their experiences, opinions, and recommendations from those of their colleagues?

To find some answers, symposium participants were asked to respond to the same survey given to a national representative sample of teachers.

Survey Population

The teachers and principals at the conference represented a special subset of the teaching profession: exemplary educators and representatives of outstanding practitioners in their fields.

This survey population is compared with a national representative sample of teachers surveyed by Louis Harris and Associates for the Metropolitan Insurance Companies. The results of that survey were published in a 1984 report called *The American Teacher.*[1]

Summary of Findings

The Annual Metropolitan Life Survey measures teachers' attitudes toward public school reform. It develops information in a number of areas: teachers' views on problems in the schools; the willingness of teachers to accept and implement major elements of reform that have been proposed, such as emphasis on basic skills, school discipline, broadening the curriculum, and tightening graduation requirements; how teachers assess their schools in terms of quality and as work places; how willing teachers are to accept new standards and methods of accountability of their performance including merit pay, testing of teachers, more flexible certification, and apprenticeship.

In comparing the symposium sample of outstanding educators (which included principals, not surveyed by Harris and Associates) with the national sample, some differences were found in their views on policy options and conditions of schooling. Larger differences emerged in the area of professional self-image.

Teachers' and Principals' Profile

The teachers of the year were generally older than those in the national sample. There were only slight differences in experience (Table 3) and working conditions (Table 4) between teachers participating in the Burger King/National Association of Secondary School Principals symposium and in the Metropolitan Life Survey.

One interesting difference was that although most teachers are married and have children, 14 percent of the national sample of teachers with children sent them to

1. *The Metropolitan Life Survey of the American Teacher* (New York: Metropolitan Life Insurance Co., 1984).

private schools, while all of the outstanding teachers with children sent them to public school (Table 5).

By level of education and major, outstanding teachers differed from the national sample (Table 6). More had credits beyond a master's degree (64% to 24%) and they were much more likely to have undergraduate training in an academic subject and education (43% to 5%). (This may be due in part to the higher representation of elementary teachers in the national sample.)

Table 7 shows that outstanding teachers spend considerably more time on school-related responsibilities than did the national sample. More than 55 percent of the outstanding teachers reported working 46 to 55 hours per week, compared to 40 percent of the national sample. Most principals reported spending more than 55 hours per week on school-related work.

Outstanding teachers also said they spend more of their time (83%) teaching; 43 percent of the principals also reported spending more than half of their time in direct teaching (Table 8). National data were not available for principals.

Job Satisfaction/Status of the Profession

Several questions addressed personal satisfaction with the teaching profession and perceptions of the status of the profession (Tables 11, 12, 13).

Over all, the outstanding teachers appear to be more satisfied than the national sample with their professional image. Yet, they are also more critical of their profession. Compared to the national sample, outstanding teachers were considerably more satisfied with their jobs as teachers (56% to 40%) and believed they were recognized for their good performance (51% to 33%).

Among principals, job satisfaction is even higher, with 74 percent reporting that they were very satisfied. However, only 41 percent agreed that they are recognized for good performance.

Despite no significant difference in their household earnings, outstanding teachers were more positive that their job allows them to earn a decent salary than were teachers in the national sample (50% to 33%). More than 80 percent of the principals reported that their job allows a decent salary.

Outstanding teachers also reported a more positive view of their status in society than did the national sample.

Despite their different views on these questions, more than 70 percent of teachers in both samples generally agreed that teachers had not been adequately heard in the debates on education. Interestingly, principals tended to differ; 47 percent said that teachers had been adequately heard.

All groups criticized the adequacy of teachers' preparation and training. Forty-nine percent of the outstanding teachers were somewhat critical, compared to 31 percent of the national sample. Principals were the most critical — 57 percent of them strongly disagreed that teacher preparation was adequate (Table 11 a, b, c).

But teachers' views of their profession is perhaps most strongly reflected in their response to the question of whether they would advise a young person to enter teaching. Among outstanding teachers, 61 percent responded positively, compared to 45 percent of the national sample.

The School Environment

In general, the outstanding teachers reported working in a more supportive environment than did the national sample of teachers (Tables 15 and 16). Teachers' percep-

tions about the academic quality of their schools were more positive than the national perception of the quality of schooling. But the outstanding teachers were somewhat less positive in their assessment of overall quality than were the national sample or the principals. This observation raises the issue of the importance of a supportive environment in order for teachers to be effective.

The survey asked several questions about the quality of teachers in the respondents' schools (Table 5 and 6). Overall, the responses suggest that teachers and principals had a positive view of the quality of their colleagues. Asked about difficulties in getting enough qualified teachers, more than half of the outstanding teachers did not consider that a serious problem.

Teachers were also queried about academic issues (Tables 15 and 16). Only one-fourth of all teachers considered academic standards excellent. But the outstanding teachers were more likely to call academic standards "good" than were the national sample (67% to 53%). Principals, however, had a different perception; 58 percent called the standards excellent and another 42 percent said they were good.

On administrative support, 81 percent of the teachers of the year said they had excellent or good administrative support compared to 68 percent of the national sample, and in this response, outstanding teachers rated support excellent somewhat more than they did good. Not surprisingly, 96 percent of the principals reported a supportive administration.

On financial issues, outstanding teachers, again were more positive than the national sample, and with regard to availability of teaching materials and the school's physical facilities, outstanding teachers were more positive. Their views on disciplinary policy were also more favorable.

Just as the teachers and principals at Captiva confirmed the importance of supportive environments, they highlighted the significance of parental and community involvement. Seventy-four percent of the outstanding teachers believed that parental and community support were good to excellent, compared to 54 percent of the national sample.

Policy Initiatives

The surveys examined teachers' views about the benefits of policy initiatives to improve educational quality. Many of these policies have already been enacted in some states, and many more states are contemplating similar changes in response to major public concerns.

One issue involves the quality of teachers: their entry into the profession (Table 1); ways to measure teacher competency (Tables 17, 18); and merit pay. (Table 19). A second issue concerns the quality of the curriculum and academic standards students must meet (Table 20).

Teachers also reported their views on the federal role in education and on proposed federal policies (Table 21).

Generally, outstanding teachers were supportive of the new initiatives, but to a somewhat lesser degree than the teachers in the national sample. On the question of competency testing before certification, 75 percent of the Teachers of the Year viewed this as a positive step, compared to 82 percent of the national sample.

The outstanding teachers were less favorably disposed to hiring talented but non-certified teachers than were teachers in the national sample (5% to 9%), and 14 percent of the outstanding teachers (21% of the national sample) favored providing differential salaries to attract teachers in areas with shortages. Principals generally shared the outstanding teachers' views.

In two areas, however, the outstanding teachers were more positive about new initiatives than were the teachers in the national survey. Seventy-four percent of the outstanding teachers favored requiring apprenticeships before certification, and 67 percent supported special incentives to encourage outstanding students to enter teaching.

As a method for providing teachers with greater opportunities for more responsibility and pay, career ladders drew very strong support from approximately 50 percent of all teachers; among principals, 66 percent were strongly supportive.

To maintain competent teachers, all respondents said they would support measures to remove incompetent teachers more easily, with 95 percent of outstanding teachers, 84 percent of the national sample, and nearly 100 percent of the principals favoring this view.

On the issue of merit pay, the Teachers of the Year differed only slightly from the national sample. Forty-nine percent of all teachers agreed that merit pay would help make teachers' salaries more comparable with salaries in other professions. Merit pay would also help to attract and retain good teachers in the view of 43 percent of the outstanding teachers and 39 percent of those in the national sample. According to 67 percent of the outstanding teachers, merit pay would work if teachers' merit could be judged objectively; 71 percent of the national sample concurred.

Outstanding teachers considered possible changes to improve academics less likely to have a positive effect than did the national sample. On the issue of school discipline and safety, 42 percent of the outstanding teachers and 60 percent of the national sample strongly favored more emphasis on school discipline.

Only one-third of outstanding teachers strongly favored tightening graduation requirements to include more academically stringent subjects, but 50 percent of the national sample supported this approach. Ninety-two percent of the outstanding teachers supported broadening the curriculum to include foreign languages and computers, while 80 percent of the national sample supported this initiative.

Outstanding teachers gave less support to the idea of minimum competency tests for students at predetermined grade levels than did teachers in the national sample.

There was little support among all teachers for extending the school day.

Teachers also differed on the question of the federal role in education. While a little more than half of all teachers favored more federal funding and participation in education, only 10 percent of the outstanding teachers supported the present level of participation compared to 24 percent of the national sample. Principals were less favorable to a federal role.

All teachers were strongly opposed to proposals for tuition tax credits or a voucher system. Eighty-three percent of the principals concurred.

Observations and Implications

Outstanding educators perceive themselves to be in a more positive environment than do the teachers in the national sample. Outstanding teachers, however, were more likely to rank conditions in their schools as good rather than excellent. Principals gave higher ranking to their schools than did outstanding teachers.

Outstanding teachers and principals have a more positive professional self-image than do the teachers in the national sample, and they are more satisfied with their salaries.

Both outstanding teachers and the national sample believe, by a large percentage, that their voices have not been adequately heard in the educational debate. Principals differ on this issue.

All teachers reported that the quality of their colleagues was good, yet they criticized the adequacy of teacher preparation.

Outstanding teachers were less enthusiastic than the national sample about most policy initiatives to improve the schools. Yet, they strongly supported the idea of an apprenticeship before certification and career ladders, as did the national sample. Both groups supported merit pay, if objective measures for evaluation were available.

All teachers supported a strong federal role, but were opposed to tuition tax credits and vouchers. Principals, less supportive of a federal role, also strongly opposed tax credits and vouchers.

Food for Thought

These findings should suggest food for thought for education policymakers and analysts. We can begin with three observations.

First, symposium participants viewed themselves above all as practitioners of an art, a craft, or a science. They viewed their strengths mainly in what they were *able to do*. This professional self-image surfaced in informal conversations and directed discussions, and it is reflected in the way teachers and principals responded to some of the survey questions.

These outstanding teachers placed a greater value on internships for beginning teachers and evaluations of teaching competency than they did on examinations to test a prospective teacher's knowledge of subject matter. Undoubtedly, these outstanding educators assume academic competence in teaching candidates, and focus on the skills of their profession. Unfortunately, it is an assumption that seems to be less valid today than it has been in the past. Further, it is an assumption that is likely to be increasingly unfounded as we move into a period of teacher shortages.

This situation has given rise to several reform proposals and initiatives, particularly at the state level. Recommendations have ranged from requiring a prerequisite liberal arts degree followed by a fifth year or Master's Degree program, to preparing teachers for a national teacher examination testing the knowledge base of teacher candidates.

Such measures may be effective and necessary in barring the least academically qualified candidates from becoming teachers, but the educators at Captiva Island said that it is not sufficient; they said it is what they can *do* that distinguishes them.

The implication for policymakers is to focus on reforms that will build up the clinical experiences in the preparation of new teachers and address the in-school needs of teachers and principals to have the kind of environment that will allow them to continue to grow as practitioners. This suggests internships for teacher candidates; mentoring roles for experienced teachers; re-allocations of teacher and administrator time to permit and encourage school visits and classroom observations; and collegial environments supported by clinical teams or quality circles.

To be sure, the academic requirements of the practicing educator should not be overlooked. High academic standards for entry should be required as should the continued pursuit of academic excellence. Local and state requirements for salary increments are attached to additional credits earned. This structure, already in place, can with some thoughtful changes, be turned into an instrument to encourage academic quality. Instead of allowing 30 credits of unfocused coursework, sometimes of questionable value, requirements for salary increments might be recast to encourage substantive education and re-training in subject matter and pedagogy relevant to the practitioner's needs.

A second observation with implications for policy and practice grows out of a combination of answers to the survey. The outstanding teachers as a group were generally

more satisfied with their jobs and with the conditions of their schools. Their views about financial support, materials, the quality of their colleagues were more positive.

They also were much more positive about the administrative support they received. These factors point to the central role of school administrators in creating and sustaining supportive environments in which children can learn and teachers can teach.

The third observation addresses perceptions and involvement. Teachers tend to view their schools as better than schools in general; parents make the same distinction. The public has the least positive view of schools. Lack of first-hand knowledge can be a serious obstacle to support for public education. The combined observations of both the Harris Poll of teacher attitudes and the Gallup Poll of public and parental views strongly suggest that community, business, and parent involvement in the public schools is critical to increasing support.

4.
Looking Toward the Future

If the symposium had been simply a thank-you to outstanding teachers and principals, it would have been time well spent. The response of symposium participants confirmed and reinforced all the theories on the need for recognition and reward for work well done. It also highlighted the fact that so little attention is paid to this basic need among education practitioners. Honor and recognition are valuable psychic rewards — especially important to people in the helping professions.

Honoring outstanding professionals also provides an opportunity to build traditions and shape the culture of schools in ways that would support good practice and encourage a commitment to excellence. At first, it would appear that honoring 100 individuals could do little to either affect the practices or recognize the achievements of the education profession at large. Viewed as an opportunity to contribute to a changing culture of schools, however, one in which achievement is rewarded, the potential for teacher/principal recognition expands considerably.

Another implication for action grows out of the informal exchanges and observations made at the symposium. The experiences and expectations of the outstanding Teachers of the Year varied considerably.

The Maine Teacher of the Year spent his time on leave from his teaching responsibilities as a teacher-trainer, traveling throughout the state as a member of an instructional support group, concentrating on his specialty: science and computers.

The Michigan Teacher of the Year used her position as a member of a state commission on education as an opportunity to draw other practicing teachers into the policy process.

Other Teachers of the Year represented their local and state education systems in external organizations — encouraging the support and commitment of these outside groups to public education.

The feeling generally among the participant teachers, however, was very much one of underutilization. This feeling was confirmed in the response to the survey in which 74 percent indicated that teachers' voices are not adequately heard. Their expertise could be more effectively used.

The variety of environments from which the teachers and principals came served as a vivid reminder of the many and different realities that are all a part of public education. In some cases the differences were dramatic and many educators went away with a newly found appreciation for the challenges to our public schools. Policymakers were also reminded of the diversity in America's schools and were impressed with the need to allow flexibility for different needs to be met and strengths on which to build.

Speakers reminded participants of the tension between the instruments of policy and the lessons of research about the requirements of effective practice. As policy moves toward uniformity and increasing standardization, research and the assembled outstanding educators spoke of the need for flexibility and autonomy, personalization and individualization.

Two speakers offered the perspective of leadership in business and industry, perhaps as a way of bridging the requirements of policy and practice. They also talked about effective organizational environments and building leadership that focuses on supporting and encouraging good practice, growth, and professional development that are so critically important to quality education. The outstanding principals amply embodied these characteristics. Their closeness to the instructional core of their schools was fur-

ther documented in the numbers of principals who reported they have regular teaching responsibilities.

Overall, "In Honor of Excellence" was an exhilarating experience for participants and an encouraging one for American education. It was a pleasurable time, heightened in its importance by the knowledge that important contributions were being made. Among the lessons for everyone was that there is an important place for the recognition of excellence in education practice; that educators place great value on the opportunity to meet their peers, exchange views, and learn from each other; and that it is imperative for policymakers and practitioners to understand their respective views, limitations, and potential. Education reform requires the interaction between policy and practice be a real exchange.

APPENDIX A

TABLE 1
Distribution of Educators by Age

Response	Outstanding Teachers N = 42 %	Outstanding Principals N = 29 %	National Sample N = 1,981 %
21-24 years	—	—	1 (18-24)
25-29 years	—	—	26 (25-34)
30-34 years	10		49 (35-49)
35-39 years	24	3	23 (50-64)
40-49 years	36	45	—
50-64 years	31	52	—
65 years or over	—	—	—

Sources of data: Survey given to outstanding teachers and principals at Burger King/NASSP Symposium: In Honor of Excellence, December 1984, Captiva Island, Florida

The Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc., June 1984.

TABLE 2
Distribution of Educators by Sex*

	Outstanding Teachers N = 50 %	Outstanding Principals N = 51 %	National Sample N = 1,981 %
Female	56	12	66
Male	44	86	34

*Percentages may not add up to 100 due to rounding

TABLE 3
Distribution of Educators by Years Teaching Experience

Response	Outstanding Teachers N = 42 %	Outstanding Principals N = 29 %	National Sample N = 1,981 %
Less than 5	—	—	8
6 to 10 years	10	8	19 (5-9 yrs.)
11 to 15 years	33	20	25 (10-14 yrs.)
16 to 20 years	29	16	21 (15-19 yrs.)
More than 20 years	27	60	27 (20 or more)

*Percentages may not add to 100 due to rounding

TABLE 4
Distribution of Educators by Tenure and Union Membership

	Outstanding Teachers N = 42 %	Outstanding Principals N = 25 %	National Sample N = 1,981 %
Have tenure	86	56	81
Do not have tenure	14	44	19
Union Membership	**N = 42 %**	**N = 24 %**	**N = 1,981 %**
Yes, member	81	20.8	75
No, not a member	19	79	24

*Percentages may not add to 100 due to rounding

TABLE 5

Distribution of Teachers by Marital Status Whether They Have Children, and Whether They Have Children in School

Marital Status	Outstanding Teachers N = 42 %	Outstanding Principals N = 29 %	National Sample N = 1,981 %
Single	8	11	14
Married	81	90	74
Divorced	12	—	12
Children	N = 43 %	N = 29 %	N = 1,981 %
Have children	79	72	75
Do not have children	21	14	26
Children in School	N = 29 %	N = 20 %	N = 1,981 %
Public	100	90	86
Private	—		
Parochial	—	10	14

*Percentages may not add to 100 due to rounding

TABLE 6
Distribution of Educators by Education Level, Undergraduate Major

Highest Education Level Attained	Outstanding Teachers N = 40 %	Outstanding Principals N = 28 %	National Sample N = 1,981 %
Four-year college graduate	8	—	45
Credits toward a Master's degree	13	—	—
Master's completed	25	8	30
Credits beyond a Master's	64	68	24
Ph.D. completed	—	21	1

Undergraduate Major	Outstanding Teachers N = 43 %	Outstanding Principals N = 29 %	National Sample N = 1,981 %
Education	33	17	65
Academic Subject	26	66	24
Both	43	17	5

*Percentages may not add to 100 due to rounding
Data obtained from Metropolitan Life Insurance Company.
Is not reported in *The American Teacher*.

TABLE 7
Time Spent on All School-Related Responsibilities

Q. In an average week, how many hours do you spend, in total, on school-related related responsibilities – including all responsibilities in the classroom, any responsibilities outside the classroom, and any work at home?

Hours	Outstanding Teachers N = 43 %	Outstanding Principals N = 30 %	National Sample N = 1,981 %
Less than 26	—	—	4 (30 or less)
26-30	—	—	11 (31-40)
31-35	—	—	—
36-40	5	—	—
41-45	2	3	17
46-50	40	27	40 (45-55)
51-55	16	27	—
More than 55	35	53	28

*Percentages may not add to 100 due to rounding

TABLE 8
Time Spent Directly in Teaching Students

Response	Outstanding Teachers N = 38 %	Outstanding Principals N = 11 %
0-10%	3	10
11-20%	—	10
21-30%	—	27
31-40%	3	
41-50%	11	10
51-60%	18	27
More than 60%	63	18
Not sure	3	—

*Percentages may not add to 100 due to rounding

TABLE 9
Distribution of Educators by Household Income

Response	Outstanding Teachers N = 42 %	Outstanding Principals N = 29 %	National Sample N = 1,981 %
$15,000 or less	5	—	4
$15,000 to $20,000	5	—	15
$21,000 to $30,000	36	—	30
$31,000 to $40,000	26	25	23
$41,000 to $50,000	14	34	14
$51,000 or over	14	41	13
			1 (not sure)

*Percentages may not add to 100 due to rounding

TABLE 10

Distribution of Educators by Non-School Employment

Q. In addition to your teaching activities, do you work for any employer other than the school system any time during the year?

Response	Outstanding Teachers N = 43 %	Outstanding Principals N = 29 %	National Sample N = 1,981 %
Yes, work for other employer	37	10.3	26
No, do not work for other employer	63	89.6	74

If yes, when so employed	Outstanding Teachers N = 17 %	Outstanding Principals N = 3 %	National Sample N = 1,981 %
Summer only	29	33	28
School year only	6	—	5
Both	65	67	68

*Percentages may not add to 100 due to rounding

**Data obtained from Metropolitan Life Insurance Company. Is not reported in *The American Teacher*.

TABLE 11A
Attitudes Toward Specific Aspects of Job Satisfaction, Outstanding Teachers

Q. The following are some statements people have made about their jobs. For each, please indicate if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement in terms of your own job as a teacher in the public schools.

Response No. Responding	Strongly Agree %	Somewhat Agree %	Somewhat Disagree %	Strongly Disagree %	Not Sure %
I love to teach N = 43	95	5	–	–	–
I have to spend too much time on administrative tasks N = 41	32	41	24	–	–
I am usually recognized for good performance N = 35	52	29	14	–	–
I would advise a young person to pursue a career in teaching N = 39	31	31	29	11	–
As a teacher I feel respected in today's society N = 43	26	35	35	1	–
The training and preparation teachers receive today does a good job of preparing them for the classroom N = 41	10	34	49	1	–
My job allows me to earn a decent salary N = 39	13	38	31	23	–

*Percentage may not add to 100 due to rounding

TABLE 11B
Attitudes Toward Specific Aspects of Job Satisfaction, National Sample

Q. The following are some statements people have made about their jobs. For each, please indicate if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement in terms of your own job as a teacher in the public schools.

Response No. Responding 1,981	Strongly Agree %	Somewhat Agree %	Somewhat Disagree %	Strongly Disagree %	Not Sure %
I love to teach	78	18	3	—	—
I have to spend too much time on administrative tasks	38	34	19	7	—
I am usually recognized for good performance	33	37	19	10	—
I would advise a young person to pursue a career in teaching	12	33	29	24	1
As a teacher I feel respected in today's society	10	37	31	21	—
The training and preparation teachers receive today does a good job of preparing them for the classroom	10	36	31	19	3
My job allows me to earn a decent salary	8	29	26	37	

*Percentage may not add to 100 due to rounding

TABLE 11C
Attitudes Toward Specific Aspects of Job Satisfaction, Outstanding Principals

Q. The following are some statements people have made about their jobs. For each, please indicate if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement in terms of your own job as a teacher in the public schools.

Response No. Responding	Strongly Agree %	Somewhat Agree %	Somewhat Disagree %	Strongly Disagree %	Not Sure %
I love to teach N = 24	84	13	–	–	–
I have to spend too much time on administrative tasks N = 24	38	42	13	–	–
I am usually recognized for good performance N = 29	41	34	24	–	–
I would advise a young person to pursue a career in teaching N = 29	48	34	3	7	7
As a teacher I feel respected in today's society N = 25	24	48	24	4	–
The training and preparation teachers receive today does a good job of preparing them for the classroom N = 28	–	32	57	11	–
My job allows me to earn a decent salary. N = 29	41	45	1	1	–

*Percentage may not add to 100 due to rounding

TABLE 12
Overall Job Satisfaction

Q. All in all, how satisfied would you say you are with your job as a teacher in the public schools?

No. of Respondents	Outstanding Teachers N = 43 %	Outstanding Principals N = 34 %	National Sample N = 1,981 %
Very satisfied	56 N = 23	74 N = 20	40
Somewhat Satisfied	41 N = 17	25 N = 7	41
Somewhat Dissatisfied	— N = 1	—	16
Very Dissatisfied	—	—	2
Not Sure	—	—	—

*Percentages may not add to 100 due to rounding

TABLE 13
Whether Educators' Opinions Have Been Adequately Heard

Q. Thinking about the current debate on education, would you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that teachers' voices in general have been adequately heard?

Response	Outstanding Teachers N = 43 %	Outstanding Principals N = 34 %	National Sample N = 1,981 %
Strongly Agree	.02	6.6	3
Somewhat Agree	20.05	46.6	24
Somewhat Disagree	43.5	.3	36
Strongly Disagree	30.7	13.3	36
Not Sure	2.5	3.3	1

*Percentages may not add to 100 due to rounding

TABLE 14
Educators' Rating of the Quality of Education in Their School

Q. As you know, there has been much discussion recently about American education and especially about our primary and secondary public schools. Thinking about the public school in which you teach, how would you rate the quality of education in your school?

Response	Outstanding Teachers N = 43 %	Outstanding Principals N = 34 %	National Sample N = 1,981 %
Excellent	36	56	42
Good	64	44	49
Fair	—	—	7
Poor	—	—	1

*Percentages may not add to 100 due to rounding

TABLE 15A
Ratings of Their Schools on Specific Educational Issues, Outstanding Teachers

Q. The following are several criteria on which public schools can be judged. Please indicate whether you would rate your own school excellent, good, fair, or poor on that criterion.

Response	Excellent %	Good %	Fair %	Poor %	Not Sure %
The quality of teachers in your school N = 42	17	79	5	—	—
The policy of your school regarding students with special needs N = 42	33	52	12	2	—
The support of the administration in your school for the teachers N = 43	44	37	16	2	—
Academic standards in your school N = 43	26	67	7	—	—
The curriculum in general N = 42	24	69	7	—	—
The school's physical facilities N = 42	26	45	21	—	—
The availability of teaching materials and supplies N = 43	42	37	21	—	—
The disciplinary policy of your school N = 43	26	51	21	2	—

*Percentages may not add to 100 due to rounding

TABLE 15AA
Ratings of Their Schools on Specific Educational Issues, Outstanding Teachers

Q. The following are several criteria on which public schools can be judged. Please indicate whether you would rate your own school excellent, good, fair, or poor on that criterion.

Response	Excellent %	Good %	Fair %	Poor %	Not Sure %
The number of students in your class N = 43	33	37	26	4	—
Parental and community support for the school N = 43	35	40	21	5	—
Funds available for use by your school N = 43	16	35	44	5	2

*Percentages may not add to 100 due to rounding

TABLE 15B
Ratings of Their Schools on Specific Educational Issues, National Sample

Q. The following are several criteria on which public schools can be judged. Please indicate whether you would rate your own school excellent, good, fair, or poor on that criterion.

Response N = 1,981	Excellent %	Good %	Fair %	Poor %	Not Sure %
The quality of teachers in your school	37	53	9	–	–
The policy of your school regarding students with special needs	31	41	21	7	–
The support of the administration in your school for the teachers	31	37	22	9	–
Academic standards in your school	26	53	18	3	–
The curriculum in general	25	56	17	2	–
The school's physical facilities	24	39	26	11	–
The availability of Teaching materials and supplies	22	42	27	8	–
The disciplinary policy of your school	22	45	23	9	–

*Percentages may not add to 100 due to rounding

TABLE 15BB
Ratings of Their Schools on Specific Educational Issues, National Sample

Q. The following are several criteria on which public schools can be judged. Please indicate whether you would rate your own school excellent, good, fair, or poor on that criterion.

Response N = 1,981	Excellent %	Good %	Fair %	Poor %	Not Sure %
The number of students in your class	19	41	27	12	–
Parental and community support for the school	16	38	30	15	–
Funds available for use by your school	10	32	37	20	–

*Percentages may not add to 100 due to rounding

TABLE 15C
Ratings of Their Schools on Specific Educational Issues, Outstanding Principals

Q. The following are several criteria on which public schools can be judged. Please indicate whether you would rate your own school excellent, good, fair, or poor on that criterion.

Response	Excellent %	Good %	Fair %	Poor %	Not Sure %
The quality of teachers in your school N = 31	48	45	6	—	—
The policy of your school regarding students with special needs N = 31	48	48	3	—	—
The support of the administration in your school for the teachers N = 27	74	26	—	—	—
Academic standards in your school N = 31	58	42	—	—	—
The curriculum in general N = 33	76	21	3	—	—
The school's physical facilities N = 31	42	48	10	—	—
The availability of teaching materials and supplies N = 31	35	58	6	—	—
The disciplinary policy of your school N = 31	48	45	6	—	—

*Percentages may not add to 100 due to rounding

TABLE 15CC
Ratings of Their Schools on Specific Educational Issues, Outstanding Principals

Q. The following are several criteria on which public schools can be judged. Please indicate whether you would rate your own school excellent, good, fair, or poor on that criterion.

Response	Excellent %	Good %	Fair %	Poor %	Not Sure %
The number of students in your class N = 28	25	39	29	7	—
Parental and community support for the school N = 31	35	55	7	3	—
Funds available for use by your school N = 31	13	42	39	6	—

*Percentages may not add to 100 due to rounding

TABLE 16A
Views of the Seriousness of Problems in Their Own Schools, Outstanding Teachers

Q. How would you rate the following as problems in your school?

Response	Very Serious %	Somewhat Serious %	Not Very Serious %	Not at All Serious %	Not Sure %
Inadequate financial support for the school N = 41	5	34	44	7	10
Students' lack of interest in their classes N = 43	5	33	44	16	2
Overcrowded classes N = 43	19	37	26	7	9
Difficulties in getting enough qualified teachers N = 42	7	21	31	21	19
Lack of discipline N = 43	—	16	42	28	14
Drugs N = 43	9	37	30	12	12
Drinking N = 42	2	31	26	19	17
Teachers' lack of interest in their work N = 42	—	29	38	26	1

*Percentages may not add to 100 due to rounding

TABLE 16B
Views of the Seriousness of Problems in Their Own Schools, National Sample

Q. How would you rate the following as problems in your school?

Response N = 1,981	Very Serious %	Somewhat Serious %	Not Very Serious %	Not at All Serious %	Not Sure %
Inadequate financial support for the school	21	42	27	10	–
Students' lack of interest in their classes	19	47	27	7	–
Overcrowded classes	14	32	30	23	–
Difficulties in getting enough qualified teachers	8	23	33	35	–
Lack of discipline	8	32	37	22	–
Drugs	6	27	33	34	–
Drinking	5	19	23	51	1
Teachers' lack of interest in their work	4	27	39	29	–

*Percentages may not add to 100 due to rounding

TABLE 16C
Views of the Seriousness of Problems in Their Own Schools, Outstanding Principals

Q. How would you rate the following as problems in your school?

Response	Very Serious %	Somewhat Serious %	Not Very Serious %	Not At All Serious %	Not Sure %
Inadequate financial support for the school N = 31	6	39	29	13	13
Students' lack of interest in their classes N = 31	—	33	52	13	3
Overcrowded classes N = 31	3	10	48	23	16
Difficulties in getting enough qualified teachers N = 31	6	26	48	13	6
Lack of discipline N = 30	—	—	23	33	43
Drugs N = 31	3	32	32	23	10
Drinking N = 31	16	29	26	13	16
Teachers' lack of interest in their work N = 31	—	3	52	32	13

*Percentages may not add to 100 due to rounding

TABLE 17A

Views on Whether Suggested Changes Will Have a Positive Effect on the Quality of Teaching, Outstanding Teachers

Q. The following are some suggestions for improving the quality of teaching in America's public schools. Again, based on your overall experience at your school, and whether or not your school already has such a policy, please indicate whether you think each suggestion would have a strong positive effect, a somewhat positive effect, a somewhat negative effect, or a strong negative effect on the quality of teaching in America's public schools.

	Strong Positive Effect %	Somewhat Positive Effect %	Somewhat Negative Effect %	Strong Negative Effect %	No Effect at All %	Not Sure %
Require teachers to take competency tests before certification N = 36	28	47	14	14	11	6
Require new graduates to serve apprenticeships before they are certified as teachers N = 42	74	21	5	—	—	—
Establish career ladders that provide teachers with greater opportunities to take on more responsibility and pay N = 38	53	47	—	—	—	—
Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages N = 43	14	19	28	37	—	2
Allow school districts to hire talented people who are not certified teachers N = 42	5	19	31	33	—	12

Require periodic retesting of teachers in their subject matter N = 39	8	23	31	31	8	–
Provide special incentives to encourage outstanding students to go into teaching N = 42	67	27	–	2	–	2
Make it easier for incompetent teachers to be removed N = 43	53	42	–	–	–	5

*Percentages may not add to 100 due to rounding

TABLE 17B

Views on Whether Suggested Changes Will Have a Positive Effect on the Quality of Teaching, National Sample

Q. The following are some suggestions for improving the quality of teaching in America's public schools. Again, based on your overall experience at your school, and whether or not your school already has such a policy, please indicate whether you think each suggestion would have a strong positive effect, a somewhat positive effect, a somewhat negative effect, or a strong negative effect on the quality of teaching in America's public schools.

Response N = 1,981	Strong Positive Effect %	Somewhat Positive Effect %	Somewhat Negative Effect %	Strong Negative Effect %	No Effect at All %	Not Sure %
Require teachers to take competency tests before certification	42	40	11	6	–	1
Require new graduates to serve apprenticeships before they are certified as teachers	53	37	6	3	–	1

Establish career ladders that provide teachers with greater opportunities to take on more responsibility and pay	50	37	8	4	—	1
Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages	21	29	26	23	—	1
Allow school districts to hire talented people who are not certified teachers	9	28	29	32	—	1
Require periodic retesting of teachers in their subject matter	15	42	25	17	—	—
Provide special incentives to encourage outstanding students to go into teaching	51	43	5	1	—	—
Make it easier for incompetent teachers to be removed	52	32	10	4	—	1

*Percentages may not add to 100 due to rounding

TABLE 17C

Views on Whether Suggested Changes Will Have a Positive Effect on the Quality of Teaching, Outstanding Principals

Q. The following are some suggestions for improving the quality of teaching in America's public schools. Again, based on your overall experience at your school, and whether or not your school already has such a policy, please indicate whether you think each suggestion would have a strong positive effect, a somewhat positive effect, a somewhat negative effect, or a strong negative effect on the quality of teaching in America's public schools.

Response	Strong Positive Effect %	Somewhat Positive Effect %	Somewhat Negative Effect %	Strong Negative Effect %	No Effect at All %	Not Sure %
Require teachers to take competency tests before certification N = 30	27	50	14	3	3	3
Require new graduates to serve apprenticeships before they are certified as teachers N = 30	65	35	–	–	–	–
Establish career ladders that provide teachers with greater opportunities to take on more responsibility and pay N = 29	66	28	7	–	–	–
Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages N = 31	13	16	26	39	–	3
Allow school districts to hire talented people who are not certified teachers N = 30	13	3	3	13	P	7

Require periodic retesting of teachers in their subject matter N = 31	13	42	26	16	13	–
Provide special incentives to encourage outstanding students to go into teaching N = 30	74	26	–	–	–	–
Make it easier for incompetent teachers to be removed N = 31	77	23	–	–	–	–

*Percentages may not add to 100 due to rounding

TABLE 18A
Attitudes Toward Various Measures of Performance, Outstanding Teachers

Q. Several ways have been suggested to periodically measure teacher performance. Please indicate, regardless of whether or not you are currently evaluated that way, if you yourself would be very willing, somewhat willing, not very willing, or not willing at all to be measured on that basis.

Response	Very Willing %	Somewhat Willing %	Not Very Willing %	Not at All Willing %	Not Sure %
Standardized tests that measure the improvement in skills of the students in your classes N = 43	23	44	19	14	–
An evaluation of your overall performance by your administrator N = 33	67	21	9	10	2
Standardized tests that measure the improvement in skills of the students in your entire school compared with students in other schools in your state N = 43	21	28	28	23	–
An evaluation of your overall performance by a committee of teachers in your school, chosen by fellow teachers N = 42	52	36	10	2	–
Standardized tests that measure teachers' skills N = 42	15	33	25	23	5

*Percentages may not add to 100 due to rounding

TABLE 18B
Attitudes Toward Various Measures of Performance, National Sample

Q. Several ways have been suggested to periodically measure teacher performance. Please indicate, regardless of whether or not you are currently evaluated that way, if you yourself would be very willing, somewhat willing, not very willing, or not willing at all to be measured on that basis.

Response	Very Willing %	Somewhat Willing %	Not Very Willing %	Not at All Willing %	Not Sure %
Standardized tests that measure the improvement in skills of the students in your classes	26	35	19	20	–
An evaluation of your overall performance by your administrator	59	31	5	4	–
Standardized tests that measure the improvement in skills of the students in your entire school compared with students in other schools in your state	26	35	19	20	–
An evaluation of your overall performance by a committee of teachers in your school, chosen by fellow teachers	37	35	14	13	–
Standardized tests that measure teachers' skills	19	41	20	19	–

*Percentages may not add to 100 due to rounding

TABLE 18C
Attitudes Toward Various Measures of Performance, Outstanding Principals

Q. Several ways have been suggested to periodically measure teacher performance. Please indicate, regardless of whether or not you are currently evaluated that way, if you yourself would be very willing, somewhat willing, not very willing, or not willing at all to be measured on that basis.

Response	Very Willing %	Somewhat Willing %	Not Very Willing %	Not at All Willing %	Not Sure %
Standardized tests that measure the improvement in skills of the students in your classes N = 24	25	30	29	13	4
An evaluation of your overall performance by your administrator N = 24	88	13	—	—	—
Standardized tests that measure the improvement in skills of the students in your entire school compared with students in other schools in your state N = 28	32	32	25	7	4
An evaluation of your overall performance by a committee of teachers in your school, chosen by fellow teachers N = 25	48	24	16	4	8
Standardized tests that measure teachers' skills N = 26	23	23	23	27	9

*Percentages may not add to 100 due to rounding

TABLE 19
Attitudes Toward Merit Pay, Outstanding Teachers, National Sample, and Outstanding Principals

Q. For each of the following statements about merit pay, indicate whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.

Outstanding Teachers	Agree Strongly %	Agree Somewhat %	Disagree Somewhat %	Disagree Strongly %	Not Sure %
Merit pay would help to make teachers' salaries more comparable with salaries in other professions. N = 41	20	29	15	24	12
Merit pay is an effective way of attracting and retaining good teachers in the profession. N = 42	21	21	14	29	14
Merit pay could work if a teacher's merit can be judged on an objective standard. N = 42	45	21	7	14	12

National Sample *N* = 1,981	Agree Strongly %	Agree Somewhat %	Disagree Somewhat %	Disagree Strongly %	Not Sure %
Merit pay would help to make teachers' salaries more comparable with salaries in other professions.	18	31	20	30	2
Merit pay is an effective way of attracting and retaining good teachers in the profession.	14	25	21	38	1
Merit pay could work if a teacher's merit can be judged on an objective standard.	34	37	12	16	1

Outstanding Principals	Agree Strongly %	Agree Somewhat %	Disagree Somewhat %	Disagree Strongly %	Not Sure %
Merit pay would help to make teachers' salaries more comparable with salaries in other professions. N = 31	23	39	10	16	13
Merit pay is an effective way of attracting and retaining good teachers in the profession. N = 31	23	42	10	16	10
Merit pay could work if a teacher's merit can be judged on an objective standard. N = 30	33	43	7	13	3

*Percentages may not add to 100 due to rounding

TABLE 20A
Whether Suggested Changes Will Have a Positive Effect on Education in America, Outstanding Teachers

Q. Based on your overall experience at your school, and whether or not your school already has such a policy, please indicate whether you think each suggestion would have a strong positive effect, a somewhat positive effect, or a strong negative effect on education in general.

Response	Strong Positive %	Somewhat Positive %	Somewhat Negative %	Strong Negative %	No Effect at All %	Not Sure %
Emphasize basic skills, such as reading, writing, and math. N = 39	54	41	—	—	3	3
Emphasize school discipline and safety N = 40	42	55	—	—	3	3

Tighten graduation requirements to include more academically stringent subjects. N = 42	33	55	14	—	2	2
Broaden the curriculum to include such things as computer literacy and foreign languages. N = 41	34	59	5	—	2	
Establish minimum competency tests for students at predetermined grade levels. N = 42	26	57	5	—	2	10
Increase the amount of homework required of students. N = 40	10	59	24	2	2	2
Extend the length of the school day. N = 43	7	12	30	35	14	2
Extend the length of the school year. N = 38	8	29	26	13	13	11

*Percentages may not add to 100 due to rounding

TABLE 20B
Whether Suggested Changes Will Have a Positive Effect on Education in America, National Sample

Q. Based on your overall experience at your school, and whether or not your school already has such a policy, please indicate whether you think each suggestion would have a strong positive effect, a somewhat positive effect, or a strong negative effect on education in general.

Response N = 1,981	Strong Positive %	Somewhat Positive %	Somewhat Negative %	Strong Negative %
Emphasize basic skills, such as reading, writing, and math.	74	23	2	—
Emphasize school discipline and safety	60	35	3	1
Tighten graduation requirements to include more academically stringent subjects.	50	41	7	1
Broaden the curriculum to include such things as computer literacy and foreign languages.	49	43	6	1
Establish minimum competency tests for students at predetermined grade levels.	42	45	9	3
Increase the amount of homework required of students.	18	56	20	4
Extend the length of the school day.	4	17	40	37
Extend the length of the school year.	4	17	40	37

*Percentages may not add to 100 due to rounding

TABLE 20C
Whether Suggested Changes Will Have a Positive Effect on Education in America, Outstanding Principals

Q. Based on your overall experience at your school, and whether or not your school already has such a policy, please indicate whether you think each suggestion would have a strong positive effect, a somewhat positive effect, or a strong negative effect on education in general.

Response	Strong Positive %	Somewhat Positive %	Somewhat Negative %	Strong Negative %	No Effect at All %	Not Sure %
Emphasize basic skills, such as reading, writing, and math. N = 39	54	41	—	—	—	—
Emphasize school discipline and safety N = 29	41	48	—	—	10	—
Tighten graduation requirements to include more academically stringent subjects. N = 30	37	43	13	13	3	—
Broaden the curriculum to include such things as computer literacy and foreign languages. N = 30	47	47	7	—	—	—
Establish minimum competency tests for students at predetermined grade levels. N = 29	21	52	10	7	3	7
Increase the amount of homework required of students. N = 30	27	67	3	3	—	—

Extend the length of the school day. N = 30	—	1	50	17	3	7
Extend the length of the school year. N = 27	7	2	44	22	4	—

*Percentages may not add to 100 due to rounding

TABLE 21
Attitudes Toward Federal Involvement in Education, Outstanding Teachers, National Sample, Outstanding Principals

Q. Which of the following would you like most to see?

	Outstanding Teachers N = 41 %	Outstanding Principals N = 30 %	National Sample N = 1,981 %
More federal funding and participation in education	54	40	55
Less federal funding and participation in education	15	37	19
The present amount of federal funding and participation in education	10	7	24
Not sure	22	17	1

*Percentages may not add to 100 due to rounding

TABLE 22
Evaluation of Tuition Payment Recommendations, Outstanding Teachers, National Sample, Outstanding Principals

Q. Do you strongly favor, somewhat favor, somewhat oppose, or strongly oppose each of the following proposals?

Outstanding Teachers	Strongly Oppose %	Somewhat Favor %	Somewhat Oppose %	Strongly Oppose %	Not Sure %
Give tuition tax credits to families of children who do not attend public schools. N = 43	4.6	9.3	18.6	65.1	2.3
A "voucher" system where regardless of the type of school chosen, a family would receive a fixed amount for their child's education. N = 39	6.9	16.2	13.9	51.1	9.3

National Sample N = 1,981	Strongly Oppose %	Somewhat Favor %	Somewhat Oppose %	Strongly Oppose %	Not Sure %
Give tuition tax credits to families of children who do not attend public schools.	9	16	19	55	1
A "voucher" system where regardless of the type of school chosen, a family would receive a fixed amount for their child's education.	9	23	21	44	2

Outstanding Principals	Strongly Favor %	Somewhat Favor %	Somewhat Oppose %	Strongly Oppose %	Not Sure %
Give tuition tax credits to families of children who do not attend public schools. N = 30	3.3	—	13.3	83.3	—
A "voucher" system where regardless of the type of school chosen, a family would receive a fixed amount for their child's education. N = 30	10	6.6	13.3	7	—

APPENDIX B

The Dilemmas of Educational Excellence

Chester E. Finn, Jr.

My task is to talk about what I have come to call the excellence movement in American education: where it came from; what it consists of; why it's had such a tenuous relationship with the education profession in general; and what some of its major issues and unresolved dilemmas are.

The United States is in the midst of a vast educational reform movement. Excellence is its rallying cry, its watchword. Higher standards are its central precept. This movement is shaking the school policy foundation of a great many of the 50 states and a large number of local school districts.

What I think we've been experiencing for the last decade, and possibly for two decades, is a widening gap between the high value that the public assigns to the idea of good education and the perceived quality of American educational institutions and offerings as they are in reality.

When that kind of a gap exists in a democracy with respect to one of its major public institutions, political action is all but inevitable. And it is precisely that kind of action that I believe we've been witnessing for the past several years.

Two developments of the last few years have given added force to this emergent excellence movement. First, governors and business leaders analyzed the unsatisfactory economic performance of their states and their communities, seeking to identify the pre-conditions for prosperity in a post-industrial age. They concluded, almost without exception, that right near the top of their priorities was the improvement of educational achievement and school training in their communities, their states, or their regions.

I observe that, for the first time in the history of American educational reform, this awareness dawned initially in the southern states.

Second, there has been an extraordinary flood of solemn new studies and comments all of which said essentially the same thing: American schools, especially secondary schools, are not in satisfactory shape, and school standards ought to be raised and conditions improved. These reports did not manufacture a crisis where there was no problem. They put words, and often these were blunt and eloquent words, to the public's frustration. They legitimized the principle of educational standards which had often before been thought an elitist, even perhaps a discriminatory, notion. And they articulated a set of strong policy recommendations by which these standards might be established.

In combination, these developments produced a huge wave of interest in and efforts toward educational quality improvement in school reform.

Three differences are consequential between this excellence movement and earlier waves of school reform in the United States. First, this one manifests an almost single-minded interest in cognitive outcomes, rather than school inputs or school processes. How much and how well do the children learn?

Second, the excellence movement is decentralized. The federal government had practically nothing to do with starting it, except for establishing the National Commission, and will have precious little to do with sustaining it. The national organizations of education have, with rare exceptions, been surprised bystanders or even hostile witnesses, rather than leaders in this reform movement. Instead the current reform movement is centered in the 50 state houses and the 15,000 local school

systems, not in all of them, to be sure; but it is at that level that it is having an effect.

Third, rather than being dominated by the education profession, as has been true of most earlier school reform movements, the excellence movement is led by elected officials, business leaders, citizen activists, and other laymen. Its key leaders are the governors, a handful of legislators, and other elected officials, who seem to have received a message from the public that this is something that people feel strongly about; that there is political reward in boldly responding to these feelings; and that there is political cost associated with disregarding them.

Given where the leadership is coming from, it is not surprising that the reformers are using the same kinds of tools that are familiar to elected officials in other policy domains.

The excellence movement is following a regulatory strategy, for better or worse, more than an institution-building strategy. Reformers are using the very same tools that they would be using if they were attempting to reform mental health care, or day care, or highway construction, or any other domain that has come into their ken. Sometimes this leads to crude and simplistic outcomes. Sometimes this leads to imaginative and sophisticated outcomes. Most of the time, it seems to me, the outcomes appear to unite the clumsy with the sublime.

The primary reason they have been using these tools rather than these subtler instruments of traditional education reforms is, I think, that the education profession, by and large, is not part of the excellence movement. The profession did not initiate it, is not leading it, and in many instances, is opposing key elements of it.

Why? As far as I can tell, there are five points of particular friction between the values and assumptions of the excellence movement and those that characterize the education profession in the United States.

First, the excellence movement has very little patience for the cherished indices of the profession, the extent of services offered, the degree of individualization of instruction, pupil sense of self-worth, the newness of the curriculum, or the faculty-student ratio.

Second, the excellence movement holds that someone needs to prescribe what students need to learn while they are in school, and then to enforce the prescription. This conflicts with the education profession's long history of providing kids with lots of choice and individualization, and of being reluctant to specify what everyone must know.

Third, the excellence movement has a higher tolerance for failure than does the education profession, which has accustomed itself over the years to the belief that schooling can and should be organized in such a way that everyone will be judged to have succeeded at it. That is an altogether commendable human sentiment; but it flies in the face of any real conception of standards, certainly of uniform standards.

Fourth, consistent with the emphasis on measurable outcomes, the excellence movement has a keen sense of accountability, a firmly-held belief that the child, the school, even the individual teacher, is fairly held to account for the educational results that he or she or it produces. By contrast, the education profession, like all other professions, incidentally, instinctively rejects the proposition that its institutions and members ought to be held responsible for their results.

Fifth, the education profession, again like other professions, tends to assume that in order to do anything differently, and certainly in order to do anything better, more money must be spent. The excellence movement, by contrast, has deduced that setting, and even enforcing, higher educational standards does not in and of itself necessarily cost any more money. What may cost more, perhaps lots more, is to

organize and staff the schools so that an acceptable proportion of kids meet those higher standards that have been set and that are being enforced. But that logic is quite different from the traditional reasoning of the profession.

These are not, however, the only conflicts in educational reform today; there are, I think, a set of somewhat more interesting challenges to educational excellence — dilemmas, if you will — that the excellence movement must confront and, if possible, resolve.

The first is a really quite basic contradiction between the central notion of the excellence movement, which is to mandate all schools to be more like each other, and the fundamental findings of educational research that excellent schools tend to be unique and home-grown and self-directed and reasonably autonomous, and, you might say, even sovereign.

The excellence movement is trying to order schools to be better; and yet, the research shows that really good schools don't respond to orders. They can grow their own. I see 10 elements of special note in the excellence movement.

First, I have come to the impression over the years that really outstanding schools are very often led by principals, and sometimes populated by teachers, whom you might describe as outlaws, people who have figured out how to succeed in spite of the mandates, rules, and procedures that they are ostensibly obligated to follows. If that is the recipe for success, then increasing the number of mandates and rules isn't likely to lead to more of it.

Second, the excellence movement has had great difficulty specifying learning objectives. It tends to substitute passing something and spending a certain number of hours in a certain class for knowing something.

Third, the excellence movement is ambivalent to the edge of schizophrenia about two radically different versions of what an ideal education system would look like. Of course, if you can't decide what you think an ideal system would look like, you can't create policies to get there. On the one hand, we encounter the boldly democratic proposition that all kids should, in effect, attend the same schools; they should learn the same things, and be held to the same standards. This is the way we forge equally well-educated American citizens, without regard to differences in aptitude, interest, or heritage.

On the other hand, we find the boldly democratic idea that educational quality is best achieved if schools are encouraged to be as unlike one another as possible. For quality improvement schools should differ from each other. This is the route to true excellence through a kind of diversity, competition, and choice.

Fourth, educational reformers are generally much better at agreeing to what they are to discard as being outside the responsibility of schools than they are at agreeing what to put in its place.

Fifth, can we deal honestly with the alleged tension between educational excellence and what's come to be known as equity? This much-debated tradeoff is, so far as I can tell, both a perverse distortion of the English language and, if we're not careful, an invitation to the ugliest form of liberal racism.

Sixth, can we solve the teacher problem? The most pressing statistic in American education today, bar none, is that in the next six years we'll hire one million new public school teachers. That means that roughly 40 percent of the people who will be teaching in 1990 are people who are not teaching today. Who will they be?

Seventh, are we not expecting too much of the high school? It seems to me that we are asking the high school both to rectify the shortcomings and the failures of the

primary and the middle grades and also to supply the rudiments of a broad general education.

Eighth, can we reasonably expect the field of education to defy the general lassitude of our laid-back society, our leisure-minded population, and a political culture that favors no-fault policies in every field? For the purposes of the excellence movement to be realized, a lot of people are going to have to put themselves and their institutions on to a training regimen, a kind of get-back-in-shape routine of hard work, self-discipline, and denial. There won't be any great compensation for this, and there is an increased risk of failure. Are we up to it?

Ninth, apart from the will, do we have the patience? It took us 20 years, by my rough calculations, to slide to the bottom of our educational ditch. If we are really purposeful together, energetic and vigorous, it will take us only half as long to climb out. That's 10 years, which is longer than we ordinarily devote to any kind of reforms in American society, especially the hard kind, the kind that take a lot of effort.

Tenth, will we redefine the problem into insignificance and then convince ourselves that matters are really pretty much okay the way they are, save perhaps for a few minor adjustments and expansions hither and yon? I think this is likely especially as the lay leaders of the present excellence movement go off to other matters.

Let me make two final observations. First, over the last decade local control of American education, as we have traditionally known it, has been fading fast in most parts of the country. It has been replaced by a virtual state takeover of elementary and secondary education.

But, if really good schools are home-grown and rather independent institutions, as opposed to bureaucratic appendages of large bureaucracies, then what do you do? There are lots of possibilities. One is the idea of a statewide public school voucher system in which any kid living anywhere in, let's say, the state of Florida, could attend any Florida public school. Each school would pretty much run itself, perhaps with a community board of its very own, under general standards and guidelines set forth by the state of Florida.

Second, why don't we operate schools all year long — for four quarters rather than three quarters? Why don't we acknowledge that school is now the main form of child care available to the vast majority of American families?

Above all, the four-quarter operation of schools, in my view, is the only way of making a really big difference in teacher pay and, simultaneously, taking the teacher's job out of the category, which it is now and always has been in this country, the category of a part-time job paid at part-time wages.

If American teachers today were paid for four quarters at the rate at which they are now paid for three quarters, which is to say if they were paid for a 240-day year at what they are paid for a 180-day year, the average teacher pay in the United States would this year hit $30,000 with no other changes made. And, we would begin to think of teaching as a full-time occupation for responsible grownups who want to earn a decent salary.

Emerging Trends: Demographic, Sociological, and Economic

Harold Hodgkinson

All the reports on how to improve education don't tell you much about how to relate access and quality. In the minds of many people, including a lot of state legislators, access and quality are like two sides of a teeter-totter. They argue the problem in the last 20 years is that we've focused exclusively on access and that's why quality has gone down. And, therefore, for the next 20 years, we have to simply redress the balance. And if we want to improve our quality, access must, by definition, decline.

That kind of thinking strikes me as being at the sort of trailing edge of a lot of state level thought about how education ought to be improved. It seems to me that the answer is obvious: we work on both at the same time. That's what we've always done in this country; and the results have been enormously successful.

Educational reforms occur in cycles, but the importance of looking at the environment on a regular basis can hardly be over-emphasized. My theory is a simple one. It is that the future is here if we just learn how to see it. Because the future leaves its tracks in the present in some very, very interesting and clear ways, once we learn how to look for it. Demography, then, is the most important factor in what you do if you are a principal or a teacher and have been for the last 10 years.

Here is how to look at the future for education. There are 80 million households in the United States today. There are 30 thousand people over 100 in the United States. That group will clearly double in the next 10 years, if not triple.

There are a lot of problems in adjusting to new sex roles. Forty percent of supermarket shoppers are male. Thirty percent of General Motors car customers are female.

There are 247 black mayors in the United States and 5,600 black elected officials. We now have a very substantial black middle class in the United States.

Even more interesting for me is that there are 3,000 elected Hispanic officials. No Hispanic can get elected just with Hispanic votes. Why is that? Because most Hispanics can't vote! Sixty percent are too young, and 15 percent aren't citizens.

Fifty percent of the American population is in the eastern time zone. The majority interests in the United States are east of the Mississippi, and will remain so.

We also know that certain parts of the country are projected to grow at very different rates. As a result, schools in these various parts of the country are going to be very different in terms of their planning for the future.

There are consequences for schools related to the American family. In 1980, only 11 percent of the households in America consisted of a working father, housewife mother, and two or more school-age children. Instead there is a large population of individuals without any direct family involvement. They are not very likely to have children in the public schools. And that's the biggest single increase in households in the United States.

In 1983, according to the Census, 59 percent of all kids are going to be reared by a single parent. The atypical child will be the child who gets to age 18 with both birth parents still intact.

By the year 2000, with a total population of 280 million, about 100 million of us are going to be non-white. In schools today 27 percent of the young people are non-white. And, as the youth population increases in ethnic diversity, all those people have to do is get older, and those become the 30-year-olds of tomorrow.

What keeps kids in schools? I have recently found that the states with low retention

rates have small classes. All of the states with high retention rates have large classes. That one factor, which has been bandied around for 15-20 years, I think, is going to re-emerge once again as one of the most cost effective ways of improving the educational system.

The census can tell us many things about how different the country is. The youth belt is in the south and the southwest. In that part of the country we are building elementary schools and secondary schools. And the increase in youth is heavily in minority youth. White birth rates have not gone up.

In the middle of the country is this enormous area of states with very rapidly aging populations. Increasingly, you are finding in the midwest young people saying that their future is elsewhere. And the consequences may be severe problems, with rapidly aging populations and nobody replacing the young people who leave.

On race, the census tells us how incredibly packed the black population is in the southeast. And it's becoming, of course, the political dominant force in that area, as it should.

As you look at Hispanics, there are fewer of them, but they cover more counties than blacks do. Therefore, Hispanics move into politicalship more rapidly than their whole numbers in the country would suggest.

By the year 2000, as the baby boomers start to retire, it becomes important to my self-interest that minorities in America get a good education and a good job. Because, if they don't, I don't retire.

That's why schools have got to be not just a parental responsibility, they have got to be a civic responsibility.

Schools and the Egalitarian Dilemma

Philip Cusick

We are at an interesting time in secondary schools. We seem to be building a different kind of educational structure with much more bureaucracy and much more hierarchy and I'm not sure what the result of that will be for education.

Since the 1830s and 1840s, when people started founding the American public school system, the message has been to get in more kids and do more things for them; Americanize them, and make the system available to them. It wasn't imposing on anything in making the system available to them.

And that kind of ethic stayed right with American schools, right into secondary schools although the reasons for it may have changed. American schools expanded. We diversified the curriculum to make it more appealing to kids.

For years, American public schools have taken it upon themselves, strongly, to have a sorting function. That is, we would take a whole lot of kids in, and then we would sort them out. What we kept finding, was that the sorting function wasn't working because we were sorting poor kids to the lower classes.

We have these processes that you set up; the lowest kids with the fewest beginning advantages are getting sorted in the bottom piles.

We took that very seriously; we really tried to bend over backward to make schools more amenable for kids who might not have come from a literate tradition. We backed up on a lot of things. I remember backing up on a lot of things.

Some of what we did became unintelligible. The curriculum became unintelligible. We expanded too much. In one school, we got 238 electives because we were following this idea that we have to serve these kids. Also, schools gradually became less demanding; and kids turned their attention to work. Working takes an increasingly enormous amount of time of American adolescents. And once they go to work, it's hard to get them back. And so gradually, volume in the school went down.

Now we have the reform movement. I think the public is demanding accountability from that intermediate group of educators at the state level who got built up by federal funds. How do you assert control over what goes on in classrooms if you're locked up on the fifth floor of the Michigan Tower in Central Lansing. It's pretty hard unless you have a different kind of educational system. So I think a lot of the genesis of this reform movement is not so much from the public demanding accountability. I think it is people at intermediate levels, whom we have vastly expanded in education, who want to exert some control over what goes on in classrooms, and, yet, cannot do this unless they have a different accountability system. I think a lot of what we're witnessing is a sort of a different kind of bureaucracy.

We have 16,000 school districts in the United States. Local control is pretty strong, although control is weakening. There are several problems that I find with the reform movement. First, we haven't gone to a point where we're going to take a set of curriculum and then sort the kids out on their adherence to the set curriculum. Until we get there, we still are bound to do something for the kids who are in school and keep as many as possible.

Second, I am not sure that the teachers will do it. Every time we do studies of teachers, the biggest plus for good classroom relations is decent relations with the kids. If standards movements define curriculum and testing, yet get in the way of decent and cordial relations between teachers and students, then I'm not sure teachers are

going to buy it. And I'm not sure kids are going to buy it because we know you don't have to do much in high school to get into college.

A third danger in the standards business is increased segmentation. That's what I see happening. That puts us back to judgments. That sort of sets us in the same position when Kenneth Clark said to us, "Look, you're tracking the poorer kids into the lower classes. You're making judgments about kids."

A fourth thing that scares me is the flattening of the curriculum. That is, we take the lowest common denominator, which is test scores, and we make that the indicator of success.

Let's not forget that public schools don't work by the hour. And they don't work by the year. They work by the generation. They work in 25-year periods. And the goals we set for ourselves in the early sixties, when we started teaching, when you were beginning your careers, have been very successful. We got a lot more kids in school. We got a lot more kids who would never have been exposed to school. We got a lot of kids in school who are the first in their families to be exposed to a literate tradition, the traditions of literacy. I think that's a wonderful thing.

The Student-Teacher Triad

Theodore Sizer

There is a triangle between teacher and student and subject that brings them together. When I say teacher, I'm talking about classroom teacher, and principal teacher, and custodian teacher, and coach teacher, and all those who in my school, would in fact teach. And that triangle is always in motion. It is never still. Because it depends who I am at this moment, who the youngster or youngsters are at that moment, and what the particular subject is that brings us together. It is constantly moving. It is organic, constantly moving. And each affects the others.

And good teachers know, when people say, "Oh, you only have two preparations. You have three classes of one and two classes of another." No. That's crazy. Every class is a separate preparation. Because no two groups of kids are alike. Because they move, that triad, that triangle moves all the time.

If that principal in that school 20 years ago had not the freedom to spend all his time in the halls, if he was chained to a telephone and expected to be available on call from the central office, and was expected to file 30 reports on his own time, there's no way that he could have kept a lid on that school, much less the respect of a group of absolutely deservedly angry kids. He knew what his school needed. He shut the door of his office; and the secretary ran all that. And he moved among the kids. Tell him he can't do that, you'd destroy his school.

Reflect on that math teacher with those kids up at the blackboard, moving at their own pace. He could not do that if he was on a mandated sequence — 115 minutes a day of delivered instructional mathematical services, and that kind of nonsense, which we are hearing in the name of excellence, that teacher could not do the job which you and I know is effective, unless he has or she has the autonomy to deal with the kids where they are.

The way to get at those kids' communicating and thinking skills was through Voc-ed, that teacher could maneuver, could maneuver and have the right program for his group of kids. Prescribe what he does, and you kill it.

What about that classics teacher. When every minute of every day runs on a prescribed curriculum, where is the room for 250 kids to take Latin? There isn't any, of course. Because somebody else knows what's better for them, not this charismatic teacher and this principal who understands the importance of charisma, and takes visitors to wait upon the teacher, rather than the teacher to come to the principal. That goes.

The use of kids as guards. Get it organized. No kid will ever be a guard of his own property. And with that, you lose the opportunity of making youngsters owners of their own schools.

And, finally, how can you teach Pickett's Charge when you have to get to Grover Cleveland by March 1st?

Behind these lessons and anecdotes of good teaching there's a moral that more folks responsible for education policy in this country should pay attention to. That is, this movement of the triangle is absolutely essential for good education; good teachers need room to work. Unless you, the teacher, can move as the triangle moves, you can't do your job. Autonomy is, therefore, the absolute condition of effective teaching. And today, ironically in the name of excellence, teachers are losing autonomy.

All of us who have been invited to speak to you here at this meeting are honored by your honor. And I hope that gatherings like this will spread the word or make clear the hope that this country and those responsible for policy in this country are smart enough to realize not only that schools are enormously complicated places, but also that you are effective as teachers and as principals because you can be what you are. And no two of you are any more alike than any two of the kids in our schools. And unless you are given room to move, room to be autonomous, room to be creative, we will have dull schools.

The excellence of education is found in creativity, and not in control.

Our Schools: Culture Catalyst for Social Development

Bernard Watson

We have arrived at the position in American education that we think that principals and teachers have something important to say about the state of American education and how to improve that education for all Americans. And that would not have been the case 20 years ago.

We have to talk about the systemic aspects of public education in this country because it does more than to educate individuals. It does sort; it does inspire; it does motivate; it does hire; it does fire; and it engages in all of the things which are crucial to education. It is a major part of society. Even today, maybe especially today, its sorting functions as well as its educative functions have a lot to do with the life changes of the people who pass through the classrooms of the schools in America.

If you think about schools and school systems, you have to look at them in the context of a society. The social invention of schools enables our societies to store, to retrieve, to educate, to enhance, and to enlarge and to pass on a heritage which, without that kind of organization and those other subunits of that social invention, we would be unable to do for an entire society.

But standardized test results are used as management control vises rather than

sometimes useful sources of information, test items become not a sample of what students know, but the entire universe of what is taught and what is learned. And there is ample evidence, and it continues to accumulate, that as competency tests and minimal essentials tests or standards are imposed upon or adopted by school systems, they in effect become not minimal essentials, but the major part of what is taught to and learned by many students.

And there is further evidence, and particularly on the higher order tests, that higher order skills of learning are being neglected and a diminishing number of students are mastering those skills.

Something happened in your lives which made you the kind of teachers and principals that you have become. And something of the connections between those things and your commitment to and selection of the field of endeavor that you chose has sustained you and enabled you to do the things for which you are justly being recognized and applauded.

We owe nothing less than that to all of the young people who are in our schools.

Client-Oriented Schools

Don Beveridge

I would like to talk about a new kind of concept. I call it client-focused education. What works for business can work for schools.

If you get into the business world, everybody is talking about positioning. How are you positioned to your market? How are you positioned to your clients?

The companies and the businesses that survive and, by the way, the skills and education community that survive, are client-focused. Your number one job priority is to identify and then satisfy your clients' needs. I suggest teachers are not customer focused. I suggest they are biology focused. I suggest they are English focused. I suggest they are modern math focused.

We in education are spending 100 percent of the time on what we perceive to be a deficiency of knowledge. But the major problem today isn't a deficiency of knowledge. The major problem out there is a deficiency of execution of that knowledge. The challenge for the next 10 years is to tell teachers to teach and develop the skills in teachers to execute that knowledge.

There are several verbal indicators of problems in an organization. First, "You just can't get good people any more." Any time an administrator tells you he can't get good people any more, what that administrator is really saying is I am not going to discipline anybody's non-performance. Whenever you are in an environment where there are no disciplines for non-performance, you always have declining standards.

Second, "you can't fire in this business." If you had challenging standards, doesn't it stand to reason that everybody working for you would not be able to come up and meet those? Where there has been no management-generated turnover, do you know somebody has lowered the standards so that everybody fits. You see, as long as you are at that standard, then you're not customer focused.

Third, this is the most common one in education, "We're different." That means you're going to try to reinvent the wheel.

Fourth, "I do the best I can." What this says is "I'm not going to do any more." You better be satisfied with that standard. You better be satisfied with the learning.

You better be satisfied with the motivation. You better be satisfied with the commitment. Because they aren't going to do any more.

I find that teachers are no longer in a state of challenge. A job is motivating, a job is challenging when it is new because it is a state of challenge. It is time for a challenge.

We have got to find a way to bring the job alive. We have got to introduce challenge back into the job. We have got to put competition in the job. Competition against oneself. Teachers and administrators must perform. That is mandatory.

Excellence in Education: Lessons from America's Best-Run Companies

Marsha Levine

For the last three years, I have worked with the business community to understand the motivations and implications of its involvement in public schools.

Generally, policy and programmatic involvement by corporations in our public schools springs from a sense of corporate community responsibility and enlightened self-interest. But that is not the dimension of business involvement which I think may have the most long-term potential for improving education. Rather, I believe the business community can help schools to improve through their understanding of what makes for excellence in their own organizations.

The most fundamental lesson that many corporations seem to have learned is that productivity, quality, and effectiveness are the product of the people who make up their organization. They've come to understand that numbers, rules, and strategic plans do not make an organization succeed; only people make the organization succeed.

This lesson from the business community dovetails with what we all know about the characteristics of good schools. They are lessons which press us to acknowledge that excellence in education is not and will not be the product of mandates and regulations. They are lessons which teach us that excellence emerges in individual schools, and is the result of the combined leadership of school administrators and teachers and the support of their local communities.

I do not think that it would be overstating the case to say that what is implied is nothing short of a revolution in public education, a revolution in the way we have come to believe change and reform take place in schools. And a revolution in the culture of schools.

What are the characteristics of effective, excellent organizations? If we look at businesses and look at good schools, I think we find a shared set of characteristics.

First, the most important lesson to be learned, I believe, is that human relationships and environments that help people function more effectively are what distinguish well-run organizations from mediocre ones.

This is fundamentally different from creating systems that will compensate for the weaknesses of people or will overcome their limitations.

Second, successful companies have developed management styles and characteristics that are aimed at empowering people. Guiding these management styles, I think, is an understanding of the basic needs and conflicts within people.

How do successful managers implement these understandings? They provide

countless opportunities for success and freedom of expression. They abandon the one-best way of thinking, and allow employees a high level of autonomy. They often create small units of operation, allowing for a high degree of interaction and visibility. They create and maintain a culture in the organization that supports these understandings.

Third, "excellent" organizations maintain conditions or internal structures that will build intrinsic motivation. People must believe that what they are doing is inherently worthwhile and that it will make some difference. Excellent companies provide opportunities for people to set their own goals.

Fourth, excellent organizations are able to function with lean structures because of the importance that is placed on strong values shared by members throughout the organization. High among the shared values are quality, service, innovation, and a respect for the importance of people again.

Fifth, successful organizations make effective use of myths, stories, legends, and traditions in building and maintaining a strong organizational culture. Values and beliefs are reinforced by the telling of stories, by the development of role models from myth, and through the support of traditions. The heroes of an organization go far in defining the norms of behavior.

And finally, excellent organizations are dependent upon effective leadership. Schools, like many organizations, are typically underled and overmanaged. Leadership is the one factor that empowers people in an organization and ultimately determines which organizations will succeed and which will fail.

The most important message, however, is not what leaders are like, but rather, what the collective effect of leadership is. That is not to have control over people, but to empower them.

First, people come to feel significant. They feel what they do has meaning. School environments and the conditions of work should support teachers' feelings of excellence.

Second, learning and competence are valued. People don't fail; they make mistakes. If something doesn't work, you try another way.

Too often in our schools teachers are isolated from their peers; and, as a result, professional growth opportunities are severely limited; opportunities for learning are too few. We say we value learning, but we don't support its growth and development.

Third, people feel they are part of a community. They can identify with the goals and share the values.

Good leaders motivate people, not by rewards and punishments, but through the establishment of goals people are pulled toward.

Excellence is a good example of the kind of concept or value which can pull people toward it — something with which people want to identify themselves. But it cannot be imposed upon the schools from the state house or the district office.

Excellence, ultimately, will be the product of the expertise and the commitment and the professional leadership of those directly responsible: teachers, principals, students, and parents.

Core Curriculum and the Business of Education

Richard Rodriguez

Listen to the voice of this Richard Rodriguez, the voice, not the words so much, but the voice; this accent of sound that I use, Americanized, English-speaking voice, Richard Rodriguez. This is the voice.

It is not the voice of my mother and father, not their accent of sound that I'm speaking. It is your voice. And it is the voice of long ago classmates in grammar school and high school. It is the voice of grammar school teachers. It is your voice. You were my teachers, my best teachers.

I have been asked to talk about core curriculum and business. I use that word with irony; the business is liberal arts, the traditional core, the traditional root of education.

I was educated to read Dickens and not Cervantes. I knew more at the age of 11 and 12 about Ben Franklin and Philadelphia than I do about Zapata, and certainly more than I knew about Mexican history.

I was quite plainly assimilated in your classrooms — and I use that word with all the power I can give it, assimilated.

I was taught to become like you. I read your books. I laughed at your stories. I cried.

We're not so sure any more in 1984 whether we should be in the business of creating Richard Rodriguezes, this voice.

There is in the American experience this new business of the new American migration; people coming not from Europe; America no longer created in the European memory, but America created now in Latin American, in Asian. The new sounds, the new voices.

There is in San Francisco now a school called Newcomers School; a school in which there are 24 languages used. Imagine, if you will, the experience of standing in front of a classroom with so many faces, so many facial types, so many skin colors.

And the most obvious conclusion these days, and I think the too-quick assumption on the part of most teachers these days is that we no longer know, we no longer are certain that we share anything in common. What possibly can we share in common in a room so various?

What the business of education is, primarily and fundamentally, is the creation of a public identity.

We want to argue for the notion of a common culture in American identity. That common culture is not static necessarily. History changes it. History forces new negotiations with the past.

We are, for example, I think, in 1984 required to know Richard Wright, James Baldwin, Ralph Ellison; and in quite the same way it is required that we learn Shakespeare, it is impossible now not to know black writers, not to know the presence of black English. So that while we always search for this notion of what it is that commonly connects us, we must not be afraid to add, because we are always adding. We must not be afraid to learn, because history is always teaching us.

We are faced in education with the definition or the redefinition or reformulation of what it means to have an American culture. The easiest answer, the quickest evasion, will be to say that there is none. But this is education's business. And if we fail to shape a common identity, it will be done for us.

The Influence of Leadership, Power, and Authority

John Casteen, III

The Secretary of Education, or a chief educational officer for a state, very often has to straddle a kind of chasm between educational issues and public policy issues. And it is not always a comfortable gap to straddle.

The excellence in education movement has amounted in most of the states in the last two or three years to a kind of external mandate for change; that is, a mandate for change within the schools and the colleges coming from outside education itself. There are a lot of examples of the ways in which this mandate for change asserts itself.

There is, for example, the concern raised by the National Commission's report about the academic roles of school principals.

There is the fact that we have faced in most parts of the country, at both the state and the local levels, rising levels of militancy or concern in our boards with regard to the role of school leaders in the process of curriculum change. And quite often these board members are reacting now with direct mandates of their own in the form of new state laws or of executive orders. Sometimes less formal kinds of pressure are applied by governors and legislators.

There has been increasing professionalization of leadership in education in responding to these changes. But now the leadership has begun to shift away from the professional cohort of educators and the boards that support and supervise them and toward the political area. There are several reasons for this.

One is, very simply, that governors and legislators have grown more powerful with regard to education in the last 20 years than they were previously. The increase in state competence with regard to educational policy was a perfectly deliberate and pragmatic set of events. In the late 1950s, working separately, Terry Sanford, who was then the governor of North Carolina, and James Conant, the president of Harvard, became persuaded that it would be to the long-range benefit of education if the states asserted that the schools and the colleges were first and foremost state responsibilities; and, second, if the states developed educational policy.

Why didn't Conant and Sanford turn to the federal government? They perceived the federal government as being not responsible in the long run for education, and probably not reliable in the long run. They felt that federal policy would change every four years or every eight years; and that with those changes education would from time to time be generally vulnerable.

You will hear governors arguing nowadays for paying more for the product and more for the work that we intend to see done in schools. And you will find governors and legislatures looking at increases in spending not simply in terms of percentages of a formula, but in terms of asserting priorities, such as to improve reading scores in the third grade or to improve teacher salaries in the middle schools. The money itself is directed to the priority and not simply to the system.

Think about the policy outcome of that. When governors and legislators discover that they can spend money on what they want to buy rather than simply pumping money into the system generally and letting the system allocate the money, you have the beginning of a kind of political involvement in educational policy. And that's where the two sides of the gap that I straddle begin to come together.

In the last four or five years, in virtually every state, people who do work like I do

have discovered that they have much more in common nowadays with principals and superintendents, and especially state chiefs, than they used to. But, also, that the same issues are turning up day in and day out in the working conferences with legislative staffs, in the conferences with governors and with legislators that lead to the passage of a budget, and so on. Public money, no matter what the source, sooner or later amounts to public responsibility for policy.

We in education cannot afford, over a sustained time, to have our boards, especially our local boards, be weakened. On the other hand, during a time of change, it seems clear that if the curriculum is to change, if teacher certification standards are to change, the state level agency, probably the boards, is the appropriate source of the change.

There is a constant realignment of players in the distribution of educational authority. And my guess is that it is in our general advantage as educators to wait out the process, work cautiously with the practitioner groups to build greater credibility for teachers, and for principals, and state chiefs, and so on. And then, over time, to attempt to re-invest the kind of authority in the local boards that I think most of us think ought to be there.

Public-Private Partnership

Floretta Dukes McKenzie

There is a real relationship between the public and the private sectors that we have not previously built upon in a very aggressive way.

So often those of us in education feel that we are the objects of charity. And when somebody wants to do something and feel pretty good about it, they do something for public schools and teachers and principals.

What private sector corporations do with and for us is not in my way of thinking philanthropy. It is a cost-justified investment. And it seems to me that the corporate sector has been quicker to see the benefits that will come from supporting elementary-secondary education than some members of the public sector, other than school people themselves.

What does this say to us? Do we keep a demarcation line between schooling and work places or the private sector, or do we seek to blur that line?

We need to look at ourselves a little differently. Not as persons who are beneficiaries of the largesse of our communities, but as a real integral part of the success and the future of this country. Because we produce those human beings who will, indeed, provide the leadership during the 21st century, who will, indeed, determine how you and I will be treated in our old age.

Our challenge is still in breaking barriers of poverty, and in making sure that education is that vehicle that provides access to opportunity to young people.

One way that we can do this more effectively is to bring into play business-school partnerships in a way that we have never done before. If we don't have the technology on site in our school buildings, we must find those in our community who can provide an opportunity for our students to see firsthand the real-life work scene.

So often we consider students successful when they go to college and enter into lives of academia or careers that require graduate or professional degrees.

But some of our students are making a difference in corporations and even small businesses. Maybe in some ways we have not looked at that other part of our respon-

sibility as effectively as we should; that we have left that to what we sometimes call the vocational people, and think that is a sub-part of our organization that we probably should not be involved in. But I believe differently, particularly as we see young people in urban centers who are underemployed and unemployed, who cannot get jobs in highly technical areas, or do not respect jobs available in service areas because we have not completely dignified them by saying to students that these jobs are okay.

So I want to challenge all teachers — although we might be teachers of mathematics, science, foreign language, English — I want to challenge teachers to talk about all of the jobs that can spring from our area of concentration.

We need to get in a mode of thinking so that we act as futurists, actually trying to place ourselves in the year 2001, with what skills young people will need in order to be successful, but, most of all, what kind of education will they need if they are to be successful in the 21st century.

Future Direction of Education: U.S. Department of Education Perspective

Gary Jones

This country is investing in 1984-85 nearly 240 billion dollars in education through the three levels of government and parental tuition payments at elementary, secondary, and postsecondary institutions. It is a major investment by Americans in our educational system.

Educational institutions at all levels received in excess of 9 billion dollars in voluntary contributions in 1983, for nearly 14 percent of all charitable gifts.

We are going to have to expect business and industry to contribute greater amounts of their after-tax profits to American education. But that is more than just corporations. In 1983 corporations gave 1.3 billion dollars to American education. The remaining, or the extra 7+ billion dollars were contributions from individuals, foundations, etc. Unfortunately, nearly 95 percent of that 1.3 billion dollars contributed to education by corporations was contributed to higher education, not elementary and secondary education.

So, there must be a renewed emphasis by elementary and secondary leaders within the corporate community to have them give more money where it is really needed, at the beginning of an educational enterprise.

As we look to the last part of the 20th century, we are beginning to witness a sea-change in corporate support for our schools — at least in interest, if not dollars, at this point. They have rushed in to fill a vacuum, and are now playing what had been before this last decade and a half their traditional role. And I would suggest that the old axiom should now hold once again, that what's good for American schools is also good for American business.

Now, building upon and capitalizing on this renewed corporate interest in quality education, the Department of Education has tried to keep a record of the partnership within American schools. There are over 46,000 partnerships in American schools from kindergarten through 12 years within our nearly 15,500 school systems.

It seems to me that the federal government's role may in large part be to continue serving as a catalyst for bringing public and political support to assure excellence and equity in American education continuing. And I would suggest to you that we cannot have excellence in American education unless we also have equity.

We are into a period of renaissance with three phases. The first phase is identifying the needs or problems, and passing the policies that are necessary to address those needs. The second phase is obviously the implementation phase. The third phase is going to be a critical phase that will last for about five years. That is the analysis and evaluation of those policies that were passed to see if in fact they have met the needs they addressed.

There are certain things that the Department of Education will continue to do as it relates to the future of American education. It will continue to provide leadership and fiscal support of a supplemental nature to special populations. There will be a renewed emphasis on data gathering and research. It will continue to ensure access and equity to American education at all levels.

Participants

Principals

John Carter
Sylacauga High School
Sylacauga, Alabama

Esther Cox
Romig Junior High School
Anchorage, Alaska

Robert D. Free
Mesa High School
Mesa, Arizona

Frank Jones
Northside High School
Fort Smith, Arkansas

Jane Martin
Fremont High School
Sunnyvale, California

Carl Roberts
Roy J. Wasson High School
Colorado Springs, Colorado

Jacob Ludes, III
Manchester High School
Manchester, Connecticut

Patrick Lynn
Dover High School
Dover, Delaware

James Campbell
Coolidge High School
Washington, D.C.

Carlton Henley
Lyman High School
Longwood, Florida

Charles R. Mason
L. J. Price High School
Atlanta, Georgia

Teachers

Jenette Meeks
Curry High School
Jasper, Alabama

Jerry F. Bendzak
Mount Eccles Elementary School
Cordova, Alaska

Leilani T. Ah
American Samoa

Archie Romney
Sahuarita High School
Sahuarita, Arizona

C. Ray Baker
Southside High School
Fort Smith, Arkansas

Francis Clark Chamberlain
Napa County Community
Napa, California

Kim Natale
Pamona High School
Arvada, Colorado

Roger A. Morrissette
Sedgwick Middle School
West Hartford, Connecticut

Teresa G. Carey
Frankford Elementary School
Frankford, Delaware

Emma Isler
Benjamin Banneker High School
Washington, D.C.

Cynthia Taylor
Gretchen Everhart School
Tallahassee, Florida

Kay S. Harvey
Norcross High School
Norcross, Georgia

Principals

Richard Sakamato
McKinley High School
Honolulu, Hawaii

Al Musser
Lake Hazel Junior High School
Boise, Idaho

William H. Schreiner
Glenbrook South High School
Glenview, Illinois

Garth M. Johnson
Valparaiso High School
Valparaiso, Indiana

Robert Blasi
Glenwood High School
Glenwood, Iowa

Eugene S. Haydock
Fredonia High School
Fredonia, Kansas

Chester Turner
Ft. Thomas Highlands High School
Ft. Thomas, Kentucky

Florence Rivette
Grace King High School
Metairie, Louisiana

Leroy L. Blood
Winslow High School
Winslow, Maine

Robert Gardner
Old Rochester Regional High School
Mattapoisette, Massachusetts

Thurman Butcher
Centennial High School
Ellicott, Maryland

Raymond F. Chamberland
Mount Everett Regional High School
Sheffield, Massachusetts

Teachers

Jean Dobashi
Kauai High and International School
Lihue, Kauai

Victoria Roper
Wendell Elementary School
Wendell, Idaho

Kathleen Renfro Weber
N.O. Nelson School
Edwardsville, Illinois

Glenn Dillman
Carroll Junior High School
Flora, Indiana

Sharon J. Lee
Douglas Elementary
Des Moines, Iowa

Betty Amos
Colby Grade School
Colby, Kansas

James Moore
Danville High School
Danville, Kentucky

Nancy W. Messer
Northwestern Middle School
Zachary, Louisiana

Lawrence Greenleaf
Belfast Area High School
Belfast, Maine

Kathleen M. Hughes
Scituate High School
Scituate, Massachusetts

Principals

Emeral Crosby
Northern High School
Detroit, Michigan

Donald Hovland
Stillwater Junior High School
Stillwater, Minnesota

Ramey Beavers
Clinton High School
Clinton, Mississippi

Robert Blaine
Blue Springs High School
Blue Springs, Missouri

Alvin Kober
Columbus High School
Columbus, Montana

Paul C. Baker
Fremont Junior High School
Fremont, Nebraska

William V. Edward
Las Vegas High School
Las Vegas, Nevada

Stanley Stoncius
Nashua High School
Nashua, New Hampshire

Edward A. Watts
George Washington Junior High School
Ridgewood, New Jersey

Jean Salas-Reed
Capshaw Junior High School
Santa Fe, New Mexico

Richard Coates
Herbert Hoover Middle School
Kenmore, New York

Vera Taylor
Brevard Middle School
Brevard, North Carolina

Teachers

Marvelle J. Vannest
Kalkaska Middle School
Kalkaska, Michigan

Donald R. Miller
Roseau High School
Roseau, Minnesota

Bess M. Moffatt
Pascagoula High School
Pascagoula, Mississippi

Jeanne B. Crews
Bernard Elementary School
St. Louis, Missouri

Kenneth Price
Helena High School
Helena, Montana

Alfred DiMauro
Omaha Northwest High School
Omaha, Nebraska

Linda D. Bunch
Independence Valley School
Elko, Nevada

Peter Lund
Timberlane Regional School District
Timberlane, New Hampshire

Theresa V. Christian
Morris Knolls High School
Denville, New Jersey

Mauro Montoya
Highland High School
Albuquerque, New Mexico

Claire F. Deloria
Liverpool High School
Liverpool, New York

Jean Paul Powell
Clinton High School
Clinton, North Carolina

Principals

Lester R. Nyhus
Devil's Lake Central High School
Devil's Lake, North Dakota

Donald Jostworth
Harrison Junior High School
Harrison, Ohio

Kara Gae Wilson
North Mid High School
Broken Arrow, Oklahoma

Donald M. Jackson
South Eugene High School
Eugene, Oregon

Kenneth F. Scholtz
Hampton High School
Allison Park, Pennsylvania

Raymond R. Dicecco
Hugh Bain Junior High School
Cranston, Rhode Island

Maurice Waddell
A.C. Flora High School
Columbia, South Carolina

David Bergan
Milbank High School
Milbank, South Dakota

Howard Baltimore
McGavock High School
Nashville, Tennessee

Vance Taylor
West Lawn Junior High School
Texarkana, Texas

Melvin Thomson
Albion Middle School
Sandy, Utah

Teachers

Jim Papacek
Agassiz Junior High School
Fargo, North Dakota

Molly Palsgrove Davis
Norcross High School
Bexley, Ohio

Gwen Pasby
Northeast ELementary School
Elk City, Oklahoma

Evelyn Mae Andrews
Tualatin Elementary School
Tualatin, Oregon

Francis A. Champine
Poquessing Junior High School
Feasterville, Pennsylvania

Carmen I. Felix
Hose Nevares Landron Junior High School
Tao Baja, Puerto Rico

Mollie K. James
South Road School
Peace Dale, Rhode Island

Fanya C. Paouris
League Middle School
Greenville, South Carolina

Jean Sunde Peterson
Brandon Valley High School
Brandon, South Dakota

Sandra Crouch
White County High School
Sparta, Tennessee

Jack W. Porter
Lanier High School
Austin, Texas

Clay Peterson
Harry S Truman Elementary
Salt Lake City, Utah

Principals

Dean Houghton
Mill River Union High School
North Clarendon, Vermont

Harry B. Blevins
Great Bridge High School
Chesapeake, Virginia

Richard P. Neher
Walla Walla High School
Walla Walla, Washington

Phyllis Beneke
Wheeling Park High School
Wheeling, West Virginia

J. Terry Downen
Owen-Wither High School
Owen, Wisconsin

Paul Martin
Kelly Washington High School
Casper, Wyoming

Teachers

Harry Brusa
Harwood Union High School
Moretown, Vermont

John K. Pleacher
Kenmore Intermediate School
Arlington, Virginia

Jack Rogers
Ridgecrest Elementary School
Seattle, Washington

Jessie P. Roberts
Mount View High School
Welch, West Virginia

Harry J. O'Connell
Madison Elementary School
Manitowoc, Wisconsin

Charlotte Levendosky
Crest Hill Elementary School
Casper, Wyoming